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ABSTRACT

This issue of the UNESCO Nutrition Education Series presents a sampling of ideas for teaching aids created from experiences in developing countries and is representative of materials currently being compiled for Volume IV of the UNESCO Resource Pack for Nutrition Teaching-Learning, "Easy to Make Teaching Aids for Nutrition Teaching-Learning." The selection of easy-to-make teaching aids is designed for persons interested in trying out innovative ways to promote effective nutrition teaching and learning. Instructions for animating teaching and stimulating learners to explore the important problems and issues of nutrition and health are provided. Although learner levels, teaching expertise, educational and cultural environments, and resource availability will differ from area to area, the materials included can be adapted easily to meet specific teaching-learning needs. The selection of teaching aids includes: flannel boards and flannelgraphs; flip charts; flash cards; posters; bulletin boards; chalkboards; cardboard boxes; educational games; puzzles; drama; demonstrations; tools; and common recipes for paint, clay, and other materials. An initial explanation of the role of teaching aids and suggestions for preparing teaching aids are also provided. (DST)

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Nutrition education series

Issue 10

Easy to make teaching aids for nutrition teaching-learning

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NUTRITION EDUCATION SERIES

10

Easy-to-Make Teaching Aids

Compiled and edited by

Ellen J. Barclay, M.Sc.

in collaboration with

Susan Van der Vynckt, Ph.D.

UNESCO NUTRITION EDUCATION PROGRAMME



PARIS

Division of Science, Technical
and Vocational Education

United Nations Educational, Scientific
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PREFACE

The Unesco Resource Pack for Nutrition Teaching-Learning is being developed from a carefully selected combination of educational materials contributed by hundreds of persons, organisations, institutions and government ministries around the world involved in nutrition education. This issue of the Nutrition Education Series presents a sample of ideas for teaching aids which have been received at Unesco from these individuals, groups, and governments, and is representative of materials now being compiled for inclusion in Volume IV of the Unesco Resource Pack for Nutrition Teaching-Learning, "Easy to Make Teaching Aids for Nutrition Teaching-Learning".

This selection of classroom teaching aids has been compiled and edited by Ellen J. Barclay, M.Sc., International Consultant, in collaboration with Susan Van der Vynckt, Ph.D., Unesco Nutrition Education Programme Specialist, Unesco-Paris.

The views expressed in this publication are those of the contributors who represent a variety of backgrounds and do not necessarily represent the opinions of Unesco. None of the contributors should be taken as reflecting the position of Unesco concerning the legal status of the countries or territories mentioned, the authorities governing those countries or territories, or their boundaries and frontiers.

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Unesco wishes to acknowledge the following organisations and government ministries for their contributions of ideas, materials, and information used in the preparation of this publication:

Caribbean Food and Nutrition Institute: JAMAICA

Ministry of Education: SOMALIA DEMOCRATIC REPUBLIC

National Institute of Public Cooperation and Child Development: INDIA

HMG Ministry of Health: NEPAL

University of Kentucky, College of Agriculture, Cooperative Extension Service: U.S.A.

Ministry of Education: PAPUA NEW GUINEA

Foundation for Teaching Aids at Low Cost (T.A.L.C.): UNITED KINGDOM

Sri Avinashilingam Home Science College for Women: INDIA

Departemen Kesehatan Republik Indonesia: INDONESIA

Save the Children Federation: U.S.A.

Agency for International Development/ U.S.D.A.: U.S.A.

Faculty of Home Science, S.V. University: INDIA

Derbyshire County Council: UNITED KINGDOM

Child-to-Child Programme: UNITED KINGDOM

Le Bureau d'Education Sanitaire: NOUMEA

California State Board of Education: U.S.A.

United States Peace Corps: U.S.A.

Office National de l'Education Permanente et de l'Alphabetisation Fonctionnelle et Sélective (ONEPAFS): BURKINA FASO

Ministry of Health: PAPUA NEW GUINEA

American Home Economics Association: U.S.A.

Ministry of Health, Health Education Section: TONGA

Ministere de la Santé Publique et des Affaires Sociales: MALI, Education Development Center, International

Unesco also wishes to acknowledge the individuals who have sent teaching materials, publications and other resources in response to Unesco's worldwide search for nutrition education materials. Following is a list of persons whose materials have been used to prepare this publication:

Ken Cripwell, Joan Gammans, Felipe Orrego, Carmen Gravelly, Marisela Bodden, César Hernandez, Barbara Williams, Rebecca Willy, Dennis W. Pett, Doris Bramble, Jennifer Michaels, Teofilo Terrero, Ibrahim Yunus, Try Yudhantara, Lyra Srinivasam, Brito E. Caridad, Dr. (Tmt) Rajammal Devadas, Jim Andrews, Diane Kordich, Molly Bang, et.al.

INTRODUCTION

Inventing, making and using teaching aids can be an exciting adventure for teachers and students. This selection of easy-to-make teaching aids is addressed to persons who are interested in trying out innovative ways to promote effective nutrition teaching-learning. Easy-to-Make Teaching Aids is a combination of nutrition education materials created from experiences in developing countries and is a means for sharing and communicating these innovations with others. It is hoped that through this kind of sharing, nutrition teaching-learning will become more and more effective.

Learning better nutrition goes beyond gaining new knowledge to actually adopting improved nutrition and health practices. Students must be provided with opportunities to learn both information and skills which they can apply to their daily lives. The teaching aids presented in this publication represent what teachers and students can do and make themselves to create a greater interest in and understanding of nutrition. Instructions are provided for ways to animate teaching and to stimulate learners to actively explore the important problems and issues of nutrition and health. Although learner levels, teaching expertise, educational and cultural environments, as well as resource availability will differ from area to area, the materials included in Easy-to-Make Teaching Aids can be easily adapted to meet specific teaching-learning needs.

This selection of teaching aids for classroom nutrition teaching-learning includes:

- FLANNEL BOARDS AND FLANNELGRAPHS
- FLIP CHARTS
- FLASH CARDS
- POSTERS
- BULLETIN BOARDS
- CHALKBOARDS
- CARDBOARD BOXES
- EDUCATIONAL GAMES
- PUZZLES
- DRAMA
- DEMONSTRATIONS
- TOOLS FOR TEACHING AIDS

What are Teaching Aids?



The role of TEACHING AIDS in the classroom is to make learning real, practical, and fun through seeing, hearing, discovering and doing. Seeing what things look like and how they work is more interesting than only reading about them. Participating in discussions is more interesting than merely listening to a lecture. Discovering, making and doing things, as well as seeing, hearing and discussing them, makes learning exciting. TEACHING AIDS which encourage students to experience things for themselves through OBSERVING, EXPLORING, UNDERSTANDING and APPLYING make learning more meaningful, useful and adventurous. They can bring classroom learning to life!

OBSERVING:



Students must be encouraged to look at things closely and fearlessly and to ask searching questions about what they see and hear.

EXPLORING:



Teachers and students must participate in experiences and activities for learning and discovering together.

UNDERSTANDING:



Students must be assisted in learning how to analyze situations and problems, and guided in working together to find suitable solutions.

APPLYING:



Students must be given opportunities and encouragement to practice new skills and to put new behaviours into action.

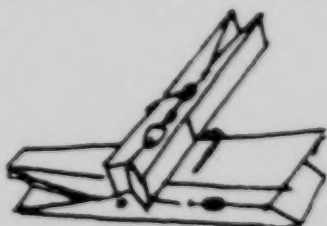
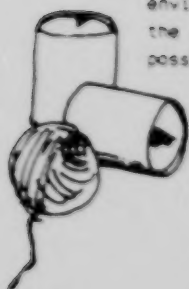
EASY-TO-MAKE TEACHING AIDS



In order to be effective, nutrition teaching-learning must be behaviour-specific, practical and applicable to real life. TEACHING AIDS can be used to encourage both teachers and students to take an active part in making nutrition education interesting, fun and exciting. TEACHING AIDS can provide opportunities for teachers to use imagination and creativity to help students learn the skills they need to improve nutrition and health for themselves, their families, and their communities. Making and using TEACHING AIDS can help students to observe, explore and understand nutrition concepts and provide practice in applying these to their everyday lives. TEACHING AIDS can bring nutrition classroom teaching-learning to life!

SUGGESTIONS FOR PREPARING CLASSROOM TEACHING AIDS

- **MAKE USE OF LOW-COST, LOCALLY AVAILABLE MATERIALS.** Teaching aids can be made from just about anything at hand. The most expensive, complex and complicated teaching aids are not necessarily the most effective. Teachers and students should become collectors of simple items which can form the basis of materials for teaching aids. Some things which might be collected are: pictures from magazines and newspapers, postcards, stamps, posters, used paper and exercise books, match boxes, cardboard boxes, bottles and bottle caps, jars, bottles, cans, shells, stones, leaves, rubber bands, pieces of string and wire, small sticks, clothes pegs, pins, nails, paper clips, used pens, beads, etc.
- **MAKE USE OF TEACHING AIDS WHICH SUIT THE MESSAGES THEY ARE INTENDED TO CARRY.** The more simple the teaching aid is, the more likely the message it carries will be clearly understood.
- **CREATE TEACHING AIDS WHICH ENCOURAGE STUDENTS TO DISCOVER AND DO, AS WELL AS TO SEE AND TO HEAR.** The purpose of teaching and learning aids is to help teachers teach more efficiently and to help pupils learn more effectively. Teaching aids do this when they arouse curiosity, stimulate interest, provide greater reality and increase understanding. By involving students themselves in the creation of teaching aids, using and building upon skills they already have, they have a greater opportunity to participate actively in the teaching-learning process.
- **REMEMBER THAT NO VISUAL AID IS SUPERIOR TO REALITY.** Teaching aids should provide realistic experiences for children to learn. While a picture or illustration shown in a classroom can be useful in helping students to understand, they are no substitute for the real thing. If that real thing exists in the immediate environment, it is better to arrange for the children to see, touch, and smell the object themselves. Make use of real objects for teaching aids whenever possible, as they can often be more effective than illustrations.



Easy-to-Make Teaching Aids



Flannel Boards and



Flannelgraphs

FLANNEL BOARDS AND FLANNELGRAPHS

A FLANNEL BOARD is simply a board covered with a soft flannel-type cloth, which is used as a back-drop for FLANNELGRAPHS or figures with a rough surface on their back-sides. This rough surface sticks easily to the flannel so that the figures stay on the board when they are pressed firmly against it. Flannel boards and flannelgraphs are useful for explaining an idea or topic by adding or taking away different figures one by one.



ADVANTAGES OF FLANNEL BOARDS AND FLANNELGRAPHS

- * Flannel boards are easily set up for use in the classroom as well as in the community. They are light-weight and easily transported, and there is no need for electricity or other expensive equipment.
- * Flannel boards and flannelgraphs can be used again and again, as long as they are carefully stored when not in use.
- * Flannelgraphs can be moved and rearranged. The subject of the lesson can be built up picture by picture, and the same figures placed in different positions to explain a topic or idea.
- * The flannelgraphs can be left up on the flannel board as long as necessary for the class to understand the topic or message, and can be used to stimulate a discussion.
- * Flannel board pictures can be effective in involving students in the lesson... they can stimulate learners to see, hear, discover and do by providing opportunities to participate in the lesson.

TIPS ON USING FLANNEL BOARDS

- * PLAN THE STEPS OF THE PRESENTATION. Know in advance which flannelgraphs should be placed on the board, and in which order. It may be helpful to make a rough sketch of the finished flannel board picture in order to avoid missing any important additions to the board.
- * REHEARSE THE PRESENTATION IN ADVANCE. Be sure you are familiar with the steps in your presentation, and feel comfortable with the topic. A rehearsal gives you an opportunity to revise the presentation if necessary.
- * USE FIGURES AND WORDS WHICH ARE EASY TO SEE. Make sure that all flannelgraphs (and words, if they are used) are large enough to be seen by all, and clear enough to be easily understood.
- * LEAN THE FLANNEL BOARD BACK SLIGHTLY. Flannelgraphs are less likely to fall off if the board is placed at a slight angle. Also avoid windy locations, since the materials may blow away.
- * STAND BESIDE THE BOARD, NOT IN FRONT OF IT. Be sure that the class can see the board at all times.
- * LEAVE FIGURES ON THE BOARD ONLY AS LONG AS NECESSARY. Remove figures once they are no longer needed, as they tend to distract from the message of the presentation. After the presentation, the flannel board display can be left up in another part of the classroom to remind the children of the lesson.



Designed by Lyra Srinivasan and used in the workshops and villages in the Dominican Republic and in Indonesia.

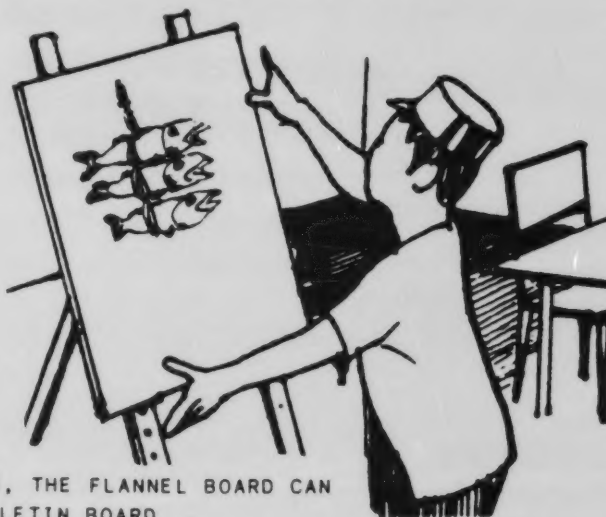
IDEAS FOR USING FLANNEL BOARDS AND FLANNELGRAPHS

FOR PROMOTING STUDENT INVOLVEMENT

AND

STIMULATING CLASS PARTICIPATION

- * **FIND THE MISTAKE:** Put a group of flannelgraphs on the flannel board, including in the group one which does not fit. Ask the class to identify the unrelated flannelgraph and give reasons why it does not fit with the others.
- * **TEACHER'S DISPLAY:** Make a display with flannelgraphs on the board and ask the class to describe what is happening and what they think about it.
- * **STUDENT DISPLAY:** Give a student some flannelgraphs and ask him/her to make a display and to talk about it.
- * **TELLING A STORY:** Use flannelgraphs to illustrate a story which you or the students have prepared. They can also be used to make up open-ended stories to stimulate class discussion.
- * **MAKING UP FOOD COMBINATIONS:** Divide the board into food groups and ask the students to put up flannelgraphs of food into the appropriate groups. Ask them to put the foods into combinations for balanced nutritious meals and explain why the meals are nutritious.
- * **CHOOSING SIDES:** Divide the flannelboard into 2 parts. Make one section the "Healthy Side" and the other the "Unhealthy Side". Hand students different flannelgraphs which depict healthy and unhealthy practices. Ask them to come to the board and put their flannelgraphs in the section they belong, and explain why. Ask the rest of the class if they agree, and if not, why not.



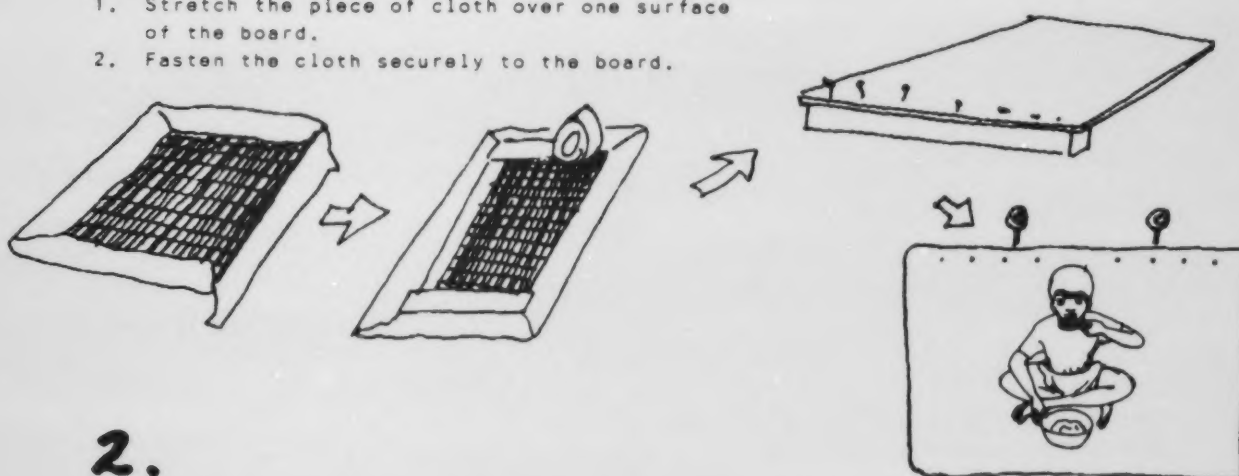
WHEN NOT IN USE FOR CLASS ACTIVITIES, THE FLANNEL BOARD CAN
BE HUNG UP AND USED AS A BULLETIN BOARD

HOW TO MAKE A PORTABLE FLANNEL BOARD

1.

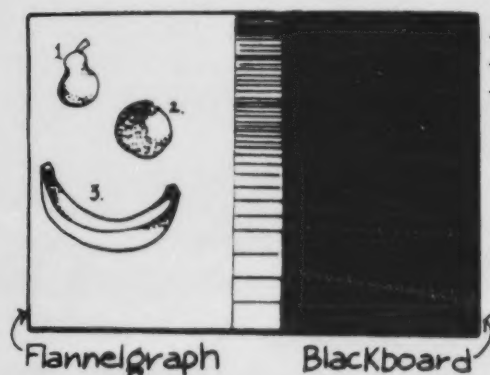
- MATERIALS YOU WILL NEED:**
- A piece of plywood, wallboard, hardboard or heavy cardboard, about 1m x 60 cm x 3 mm thick.
 - A piece of rough-textured cloth (flannel, felt, wool, raw silk, burlap, etc.) large enough to cover the board.
- METHOD:**
- Tape, staples, thumb-tacks, etc. for fastening.

1. Stretch the piece of cloth over one surface of the board.
2. Fasten the cloth securely to the board.



2.

- MATERIALS YOU WILL NEED:**
- 2 pieces of masonite, plywood or cardboard, each measuring 75 x 50 cm
 - 1 piece of flannel (75 x 100 cm)
 - canvas hinges or heavy masking tape
 - glue or fasteners (thumb tacks, staples, etc.)



METHOD:

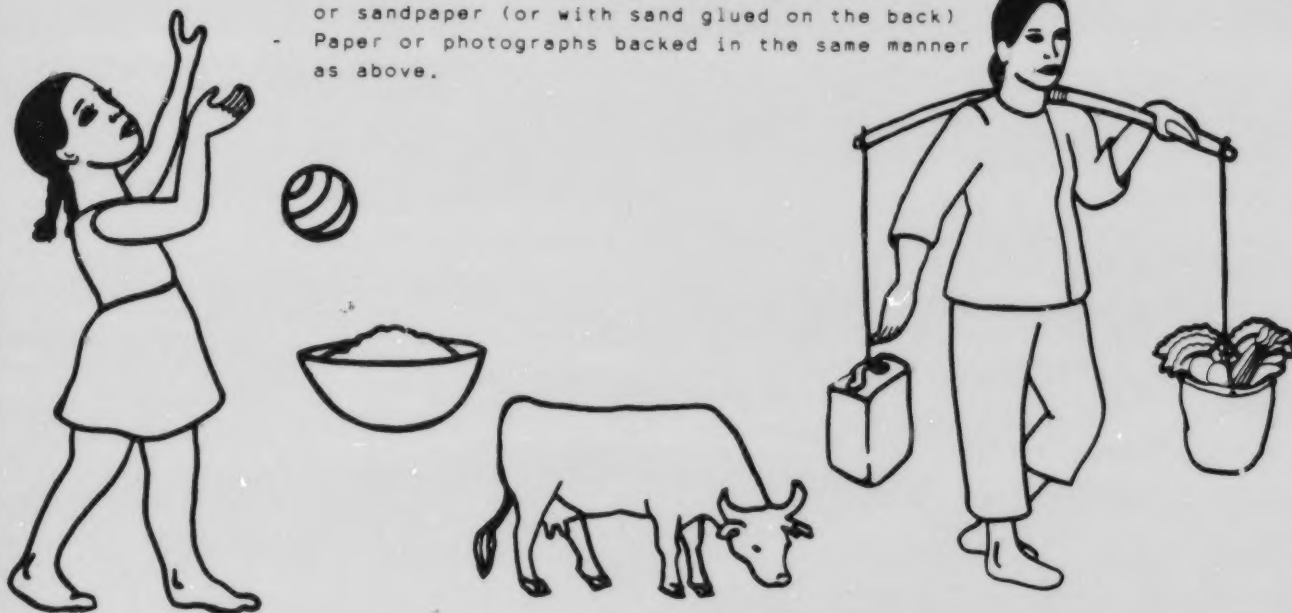
1. Join the two pieces of board together by using canvas (or metal) hinges, or by using heavy masking tape.
2. Stretch flannel (or similar material) over one piece of board. This may be glued in place, or tacked to the board only when used and stored away at other times.
3. You may wish to make one side a flannel board, and the other a portable chalkboard. Follow instructions for making a chalkboard found on page

HOW TO MAKE FLANNELGRAPHS



A number of different materials will adhere easily to a flannel board. Among these are:

- Cloth
- Pieces of yarn or string
- Blotting Paper
- Thin strips of rough-surfaced, light woods
- Cardboard strips backed with rough cloth or sandpaper (or with sand glued on the back)
- Paper or photographs backed in the same manner as above.



- MATERIALS YOU WILL NEED:
- One or more of the above materials
 - Pencil or marking pen
 - Stencils for designs (or make your own)
 - Scissors

METHOD:

1. Prepare the designs you wish to use. Trace these on the material you are going to use with a pencil or marking pen.
2. Cut out the figures. Paints, coloured pens, or bits and pieces of cloth, string, etc. can be used to make faces, clothing or other decorations on the figures.
3. Be sure to store the figures carefully so that they can be used again and again. By making a variety of basic figures you can be prepared to present many different flannel board displays. Involve the students in designing and preparing the flannel graphs, and encourage them to make their own displays.



USING FLEXI-FLANS

TIME: 1 hour

OBJECTIVES: - To provide students with a visual means of expressing their ideas, and to facilitate discussions of their needs and problems.

MATERIALS YOU WILL NEED: - Stiff paper or cardboard, large enough to make figures 12 - 16 cm in height.
- Pencils, pens, paints, etc.
- Scissors
- Shoe eyelets; metal hold fasteners
- Sandpaper or flannel
- Flannel board

PREPARATION:

1. Prepare a large variety of different flexi-flan figures. The greater the variety of people and objects represented the easier it is for students to convey their ideas fully and clearly. Make many different types of people; young and old, boys and girls, healthy and sick. Figures of trees and crops, foods, gardens, rivers, houses, schools, health centers, and other objects common to the community could also be made for composing realistic stories and displays (See FLEXI-FLANS, p.).

PROCEDURE:

1. Introduce the flexi-flans as a way to depict community life. Explain that the figures can be moved or "flexed" to take on different positions.
2. Invite a few students from the class to come forward and to choose flexi-flans, and to place them on the flannel board to depict a particular situation in their community. They can also focus on a problem or need in the family or in the community.
3. Ask these students to explain the situation or problem they have presented. Ask others in the class what they think about this, and what they would do to resolve the problem.
4. Flexi-flans can also be used to help resolve a conflict between students with opposing viewpoints. If each composes a scene to illustrate his or her views of the situation, the differences can be discussed more easily.



HOW TO MAKE FLEXI-FLANS

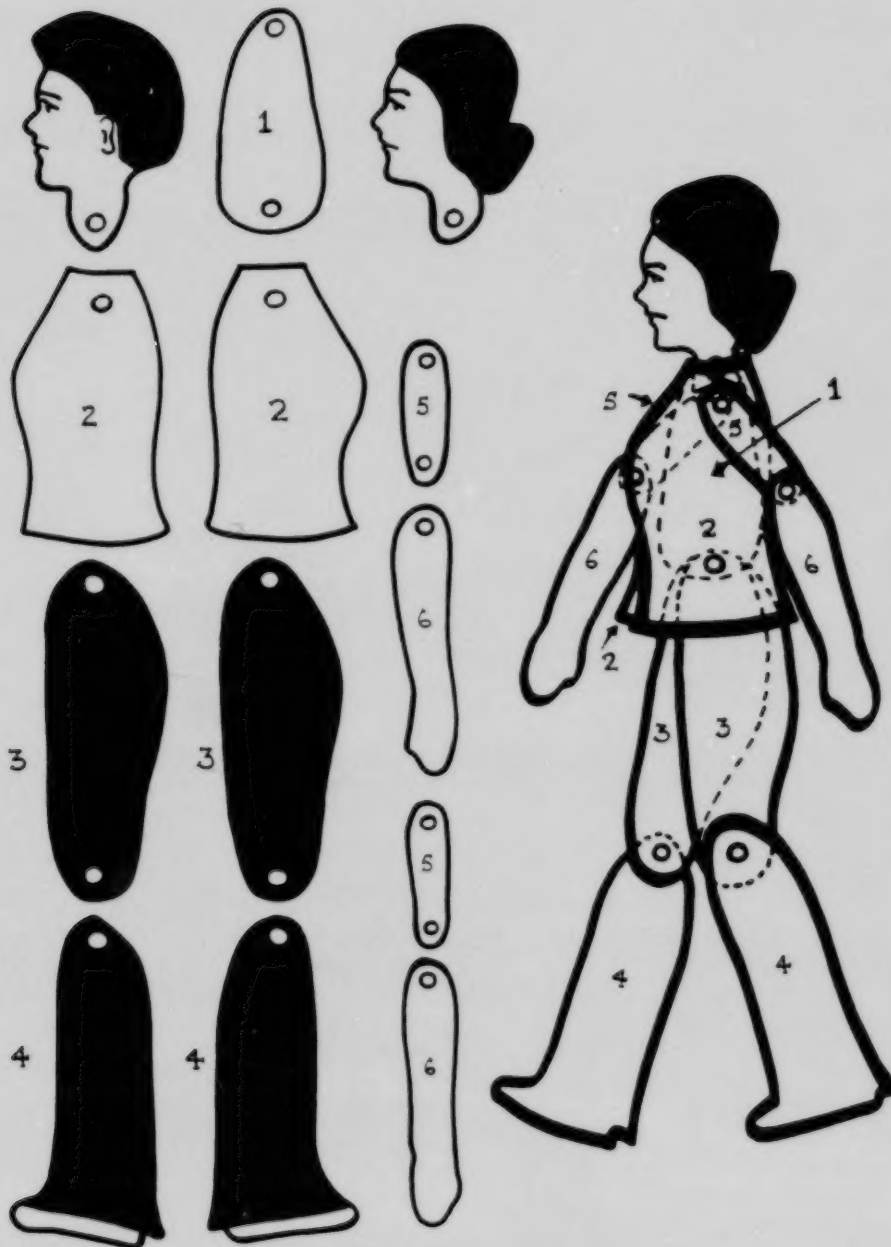
(Small-sized Flexible Figures)

1. Prepare drawings of figures. Colour them with paints or pens.
2. Paste the illustrations onto a piece of thick poster paper or cardboard.
3. Cut out the figures.
4. Join the limbs with shoe eyelets or metal hole fasteners.
5. Paste sandpaper on the backs of the figures.
6. The Flexi-flans are ready for use.



"Flexi-flans" designed by Lyra Srinivasan: DOMINICAN REPUBLIC and INDONESIA

FLEXI-FLAN PATTERNS



Working With Villagers Media Resource Book, with illustrations by Jim Andrews
and Diane Kordich, American Home Economics Association: U.S.A.



USING MAXI-FLANS

TIME: 45 minutes to 1 hour.

OBJECTIVES: - To present different views about local customs and beliefs in order to encourage students to examine these in terms of their influence on maintaining good health.

MATERIALS YOU WILL NEED: - Stiff paper or cardboard, large enough to make figures 50 - 60 cm in height
- Pencils, pens, paints, etc.
- Scissors
- Shoe eyelets or metal hole-fasteners
- Sandpaper or flannel (for making flannelgraph maxi-flans)

PREPARATION:

1. Write a story that encourages discussion and student participation. Select a topic which elicits differing viewpoints. Make the characters as real as possible by developing their personalities in the story. Have the characters express their opinions of a local belief or practice.

Establish the situation of the story through a commentator. Have the characters of the story express their differing views through the dialogue.

End the story at a point where a decision has to be made and the main character is unsure of what to do. Keep the story short, and try to make the action and the dialogue lively and interesting.

The story should encourage the students to take sides so there will be a discussion after the story is told.

2. Have the student who tells the story practice his or her role until they feel comfortable with it. More than one student can be the story-teller if so desired.
3. Prepare the maxi-flans according to the characters in the story. They can be made with moveable joints and/or with changeable heads with different facial expressions. Make sure the characters face each other. (See MAXI-FLANS, p.)
4. Have ready a large flannel board .

PROCEDURE:

1. Have one (or more) student tell the story.
2. While the story is being told, have another student place the maxi-flans on the flannel board. Their expressions and positions can be changed as needed.
3. Lead a group discussion after the story is told, picking up from the point where the story leaves off. Ask the students what they would do, and why.

HOW TO MAKE MAXI-FLANS

(Large-sized Flexible Figures)

1. Prepare drawings of figures. Colour them with paints or pens.
2. Paste the illustrations onto a piece of thick poster paper or cardboard.
3. Cut out the figures.
4. Join the heads to the torso with shoe eyelets or metal hole-fasteners.
5. Paste sandpaper on the backs of the figures.
6. The Maxi-flans are ready for use.



MAXI-PLAN PATTERNS



Workshop on Participatory Nutrition Education Learning Aids Kit: National Institute of Public Cooperation and Child Development, New Delhi, INDIA



Flip Charts



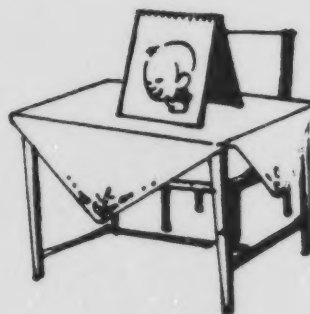


STEPS IN PREPARING FLIP CHARTS

- STEP 1: Select a topic that is relevant and important to the subject matter being taught.
- STEP 2: Make a list of the different points that are needed to teach the selected topic.
- STEP 3: Write an interesting story or description about the topic which includes all the points that need to be made.
- STEP 4: Divide up the story or description into short, logical sequences.
- STEP 5: Decide which drawings, pictures or illustrations would be appropriate to visually describe each sequence of the description. Prepare each illustration and make sure it matches the designated sentence or phrase.
- STEP 6: Test the materials on a group of students before preparing the actual flip chart to make certain the message of the materials is clearly understood.
- STEP 7: Following the test, revise the materials and test out again if necessary.
- STEP 8: Cut heavy paper or pieces of cardboard to the desired size for the flip chart. Glue the illustration on one side of a card; the sentence or phrase or words on the other.

Generally there should be no more than 10 - 12 cards in a flip chart as more than this number will make the presentation too lengthy. The cards should be stacked in order and no more than one card shown at a time. The illustration should always face the students, with the written message facing the person presenting the flip chart. If the teacher is presenting the materials, it is a good idea to allow one of the students to flip the charts. This helps to involve the students in the presentation.

HOW TO MAKE A FLIP CHART

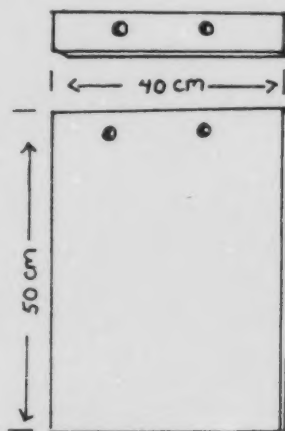


Flip Chart 1.

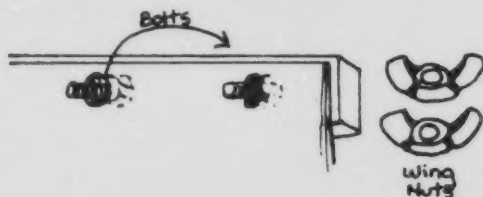
- MATERIALS YOU WILL NEED:**
- 1 piece of plywood, 40 cm x 50 cm
 - 1 long strip of plywood, 40 cm X 40 mm
 - 2 bolts and 2 wing nuts

METHOD:

1. Drill two holes at the top of the plywood board approximately 13 cm from each end.
Drill two matching holes (13 cm from each end) in the wooden strip.



2. Place a sheet of paper slightly below the top of the plywood board and center it. Gently punch a hole through the paper that corresponds to the holes in the board. Taking the measurements of these holes, punch holes in all sheet to be used.



3. Place bolts through the back of the board and slip the punched sheets over the bolts. Place the wooden strip over the sheets and insert the bolts through the holes in the strip. Secure firmly with wing nuts.



Flip Chart 2.

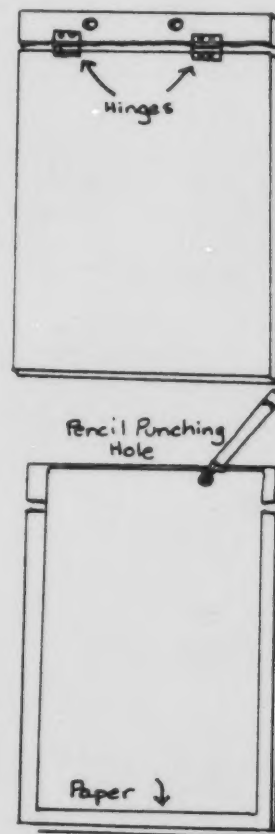


- MATERIALS YOU WILL NEED:**
- 2 pieces of plywood or thin hardwood (5 mm) (45 cm x 50 cm)
 - 2 strips of wood measuring 38 mm x 40 cm x 8 mm
 - 2 hinge joints
 - 2 bolts and 2 wing nuts
 - piece of cord 3 mm thick x 28 cm long
 - ruler, pencil, paper

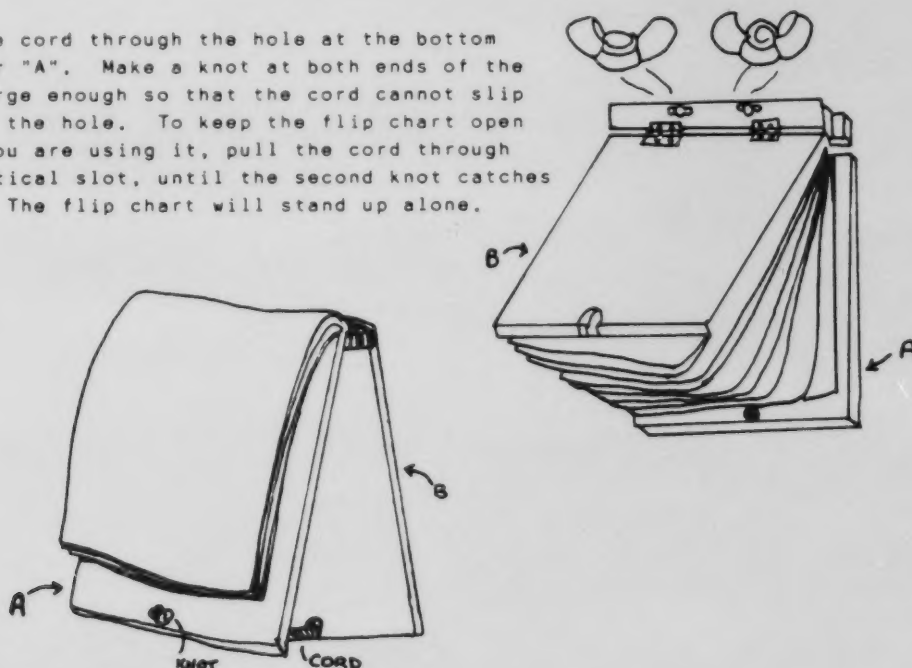
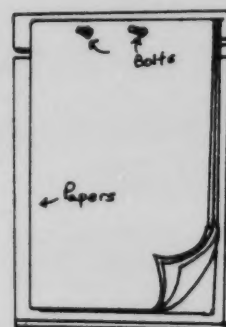
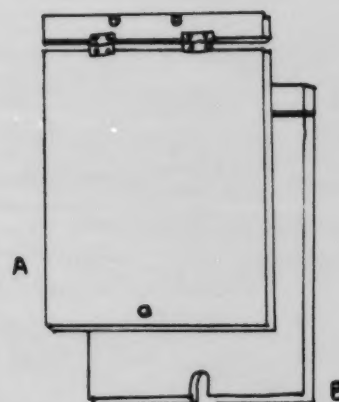
METHOD:

1. Drill two holes in each long wooden strip at approximately 13 cm from each end.
2. Hinge each strip to a piece of plywood.

3. Place a sheet of paper, the size of the flip chart sheets, on one of the joined wooden strips and plywood boards. Position the paper in the middle of the top edge of the wooden strip. With a pencil gently punch a hole through the paper that corresponds to the holes in the wooden strip.
4. Remove the paper and measure the distance from the side and top of each hole. These are the measurements you will use in punching holes in the papers to be inserted in the flip chart. Punch holes in all the papers you are going to use. Be sure to add some additional clean sheets for notes or drawings that may come up during the presentation.



5. In the middle of the bottom edge of one plywood board, drill a 3 mm hole. (This is cover "A")
6. In the middle of the bottom edge of the other plywood board, cut a vertical slot 2 mm wide and 1.5 cm long. (This is cover "B")
7. Stack the flip chart papers together evenly. If the holes have been punched accurately, you should be able to see through the holes.
8. Insert a bolt through the back of each hole in the wooden strip of cover "A". Place cover "A" flat with the bolts sticking up (the hinged joints should be flat against the table). Insert the punched papers, face up, over the bolts.
9. With the hinged surface of cover "B" facing you, place it over the punched papers, and insert the bolts through the holes in the wooden strip of cover "B". Fasten securely with wing nuts.
10. Pass the cord through the hole at the bottom of cover "A". Make a knot at both ends of the cord large enough so that the cord cannot slip through the hole. To keep the flip chart open while you are using it, pull the cord through the vertical slot, until the second knot catches in it. The flip chart will stand up alone.



SAMPLE FLIP CHART



SIDE A



SIDE B

Flash Cards



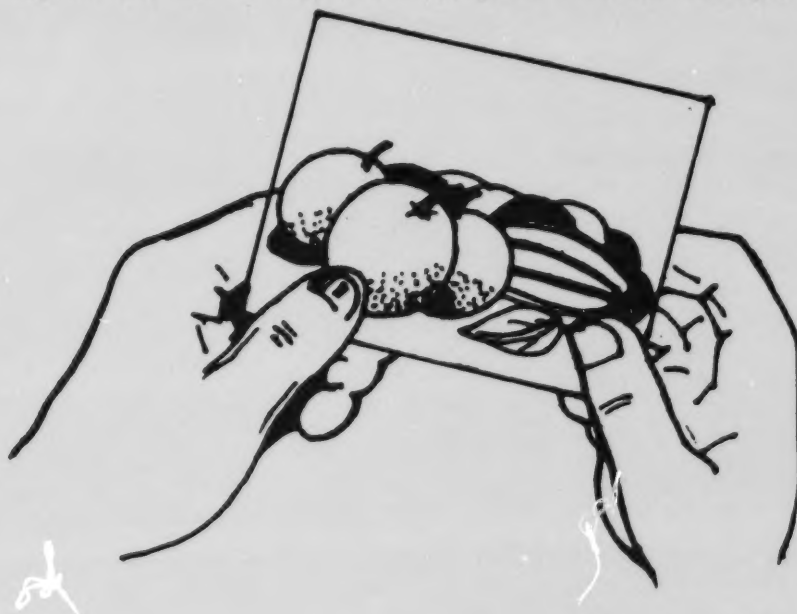
FLASH CARDS

FLASH CARDS are cards on which a simple illustration is drawn or on which a few words or phrases are printed or written. They can be used to encourage discussion about a certain topic or method, or to drill students on information. Generally, flash cards are used one at a time, and held in the hand in front of the class or a group of students.

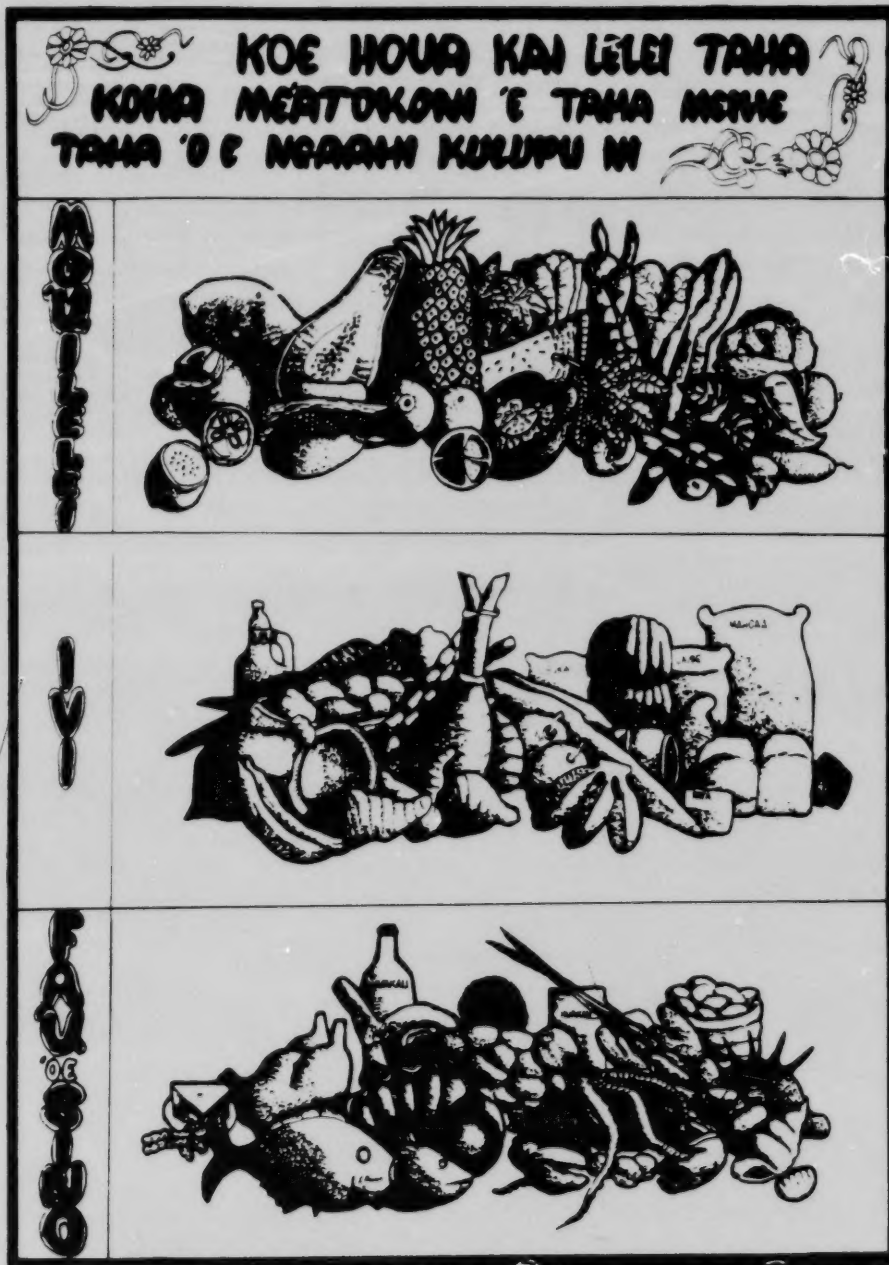


GUIDELINES FOR PLANNING FLASH CARDS

- KEEP THEM SIMPLE. Use illustrations or words that are simple and clearly understood at a glance.
- MAKE THE CARDS STURDY, NEAT, AND INTERESTING. Use stiff cardboard or several sheets of heavy paper neatly glued together for the cards. Illustrations and letters should be large enough to be seen easily, and if possible, coloured for variety and emphasis.
- MAKE SURE THE SUBJECT OF THE CARDS IS APPROPRIATE TO THE LESSON. Cards can be made in sets, with each set of cards representing a particular topic or concept. Keep the sets separate and be sure to use them with lessons which correspond to the topic of the cards.
- TEST THE CARDS BEFORE ACTUAL CLASSROOM USE. It is important to be sure that the illustration or drawing on the card is understood clearly and correctly. Asking others to identify the subject of the cards is a good way to find out if they are sending the intended message.



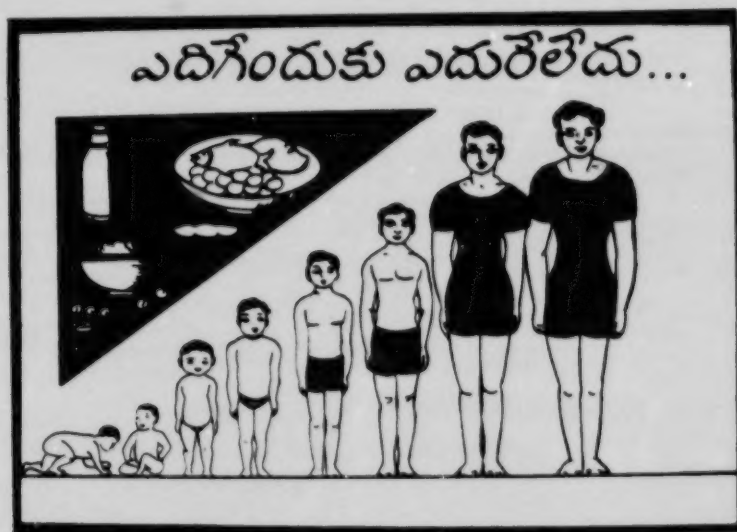
Posters



Food Groups Poster, Ministry of Health, Health Education Section: TONGA

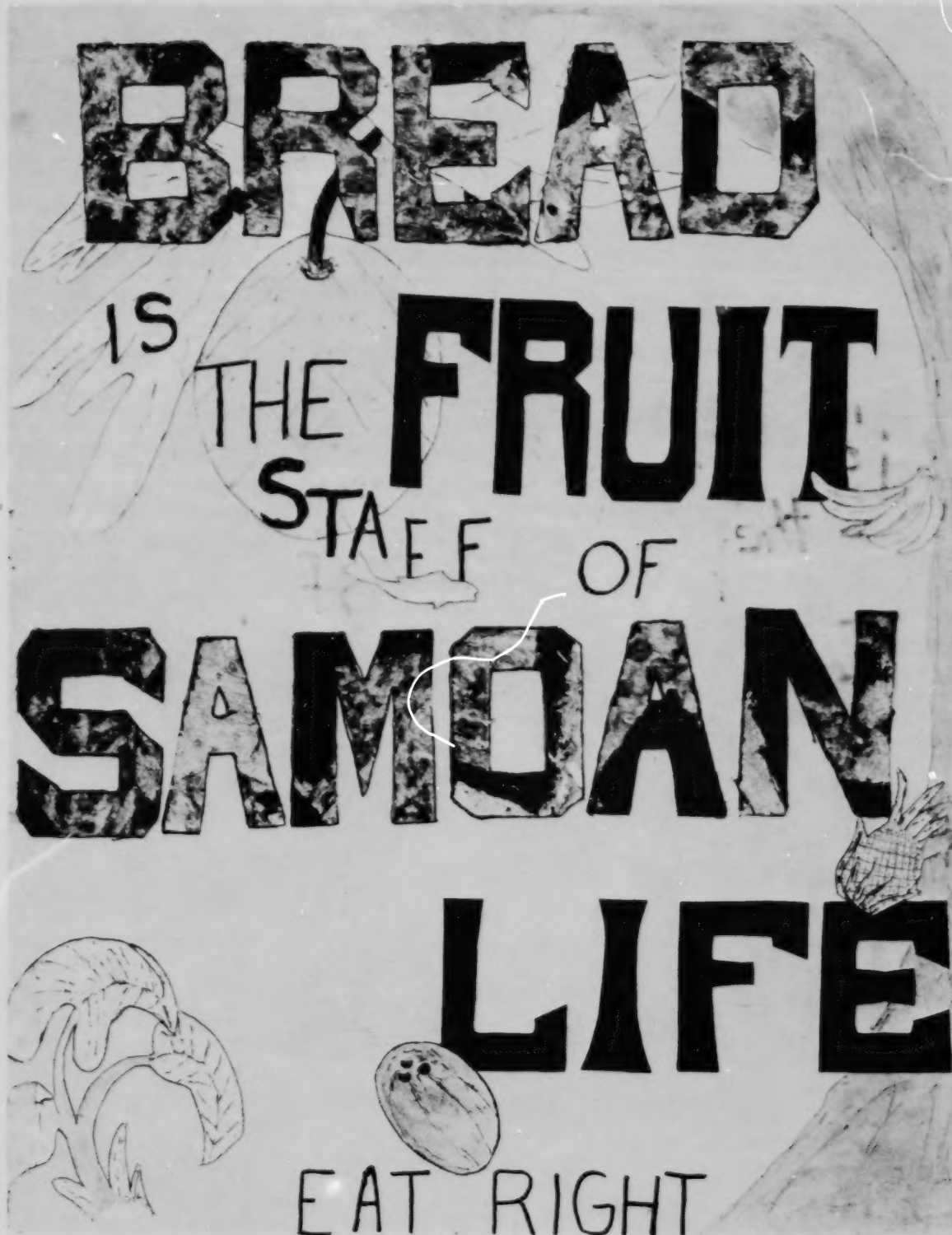
POSTERS

POSTERS are a useful way to transmit a nutrition message. In the classroom, posters can be made and used to attract attention to or remind children of an idea, topic, concept, method or practice.



GUIDELINES FOR PLANNING POSTERS

- * **KEEP IT SIMPLE.** Make the message on the poster clear and simple. If words are used, they should be clearly written and easy to read.
- * **MAKE THE TOPIC OF THE POSTER RELEVANT.** Center the poster around an idea or topic that relates to the subject matter of the lesson. Make sure the poster presents the idea in a manner that is well-adapted to local customs, beliefs and ways of acting.
- * **THE MESSAGE OF THE POSTER MUST BE IMMEDIATELY APPARENT.** Make sure the message is understood correctly and presented through a few eye-catching words and/or easily-understood illustrations.
- * **PLACE POSTERS IN OBVIOUS PLACES.** Make posters large enough to be understood and hang them in places where they can be easily seen.
- * **INVOLVE STUDENTS IN THE PLANNING AND PREPARATION OF POSTERS.** Posters are an ideal way to involve students in nutrition teaching-learning. Messages and ideas are reinforced as they create their own posters.



SAMOA: Eat Right
Student-Made Poster

THE VITA MAN SAYS



EAT THESE FOR HEALTH

TEACHING CHART HEALTH EDUCATION. DEPT OF HEALTH. PNG. N0.184

PAPUA NEW GUINEA: The Vita Man



3

HEALTH

FIJI: Foods for Health



SAMOA: World Food Day
Student-Made Poster



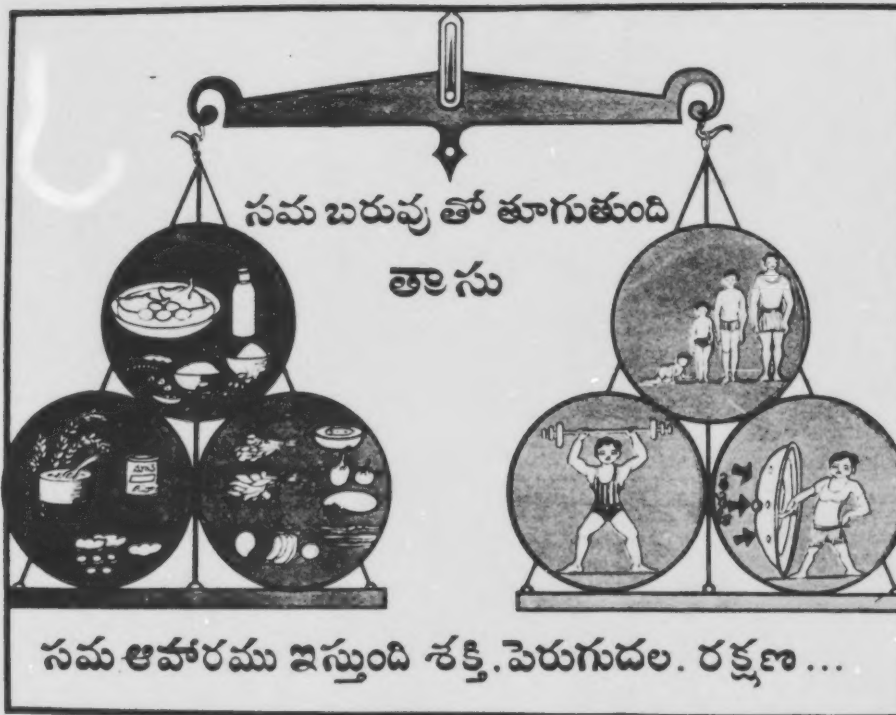
Mga pagkaing tumutulong sa paglaki

PHILIPPINES: Foods for Growth



FRUIT TREES

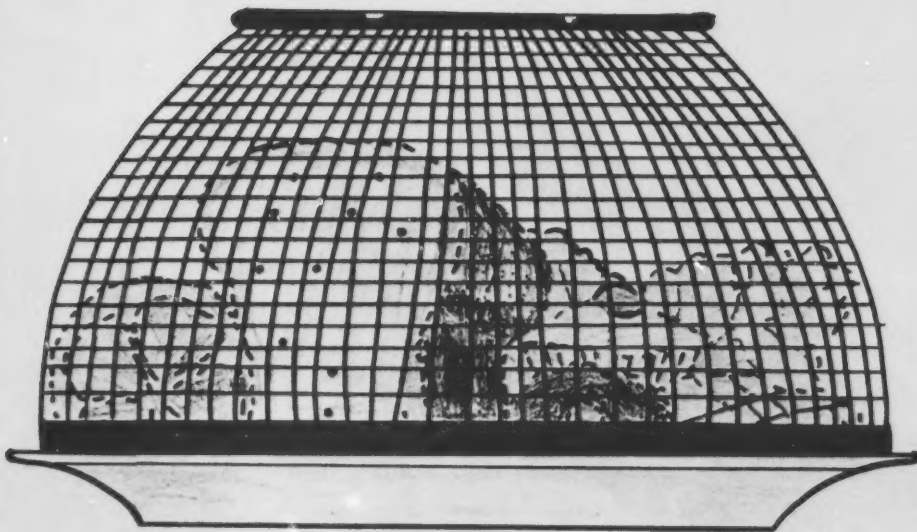
PAPUA NEW GUINEA: School Gardens







MALAWI: Cleaning Hands



MAURITIUS: Protecting Food



حَلِيبُ الْأُمِّ أَفْضَلُ غِذَاءٍ لَطْفِكَ

مع تخطيط قسم التغذية - إدارة الصحة العامة - البحرين

صلى الله عليه وسلم

BAHRAIN: Breastfeeding

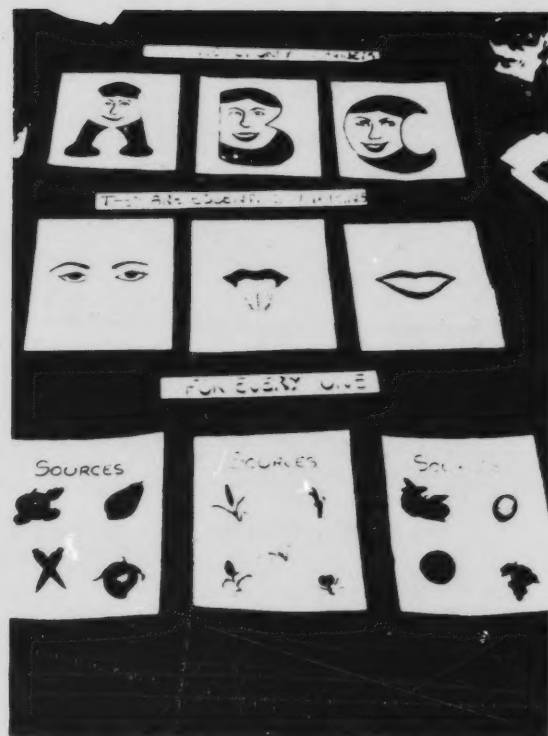


فاخرة الفيتامينات للحم

يقوي الجسم
الامراض

مكونات الغذاء الكامل

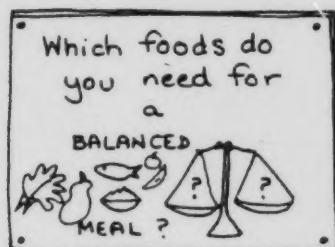
Bulletin Boards



BULLETIN BOARDS

BULLETIN BOARDS can be made from a variety of materials. If the classroom has no bulletin board, one or more of the following ideas may be of use in making your own bulletin board:

- * A piece of wallboard, plywood or hardboard
- * A peg board
- * The classroom wall
- * An old door
- * A blanket stretched tightly between 2 poles
- * A woven grass mat
- * A banana leaf
- * A piece of heavy cardboard
- * Wire screening



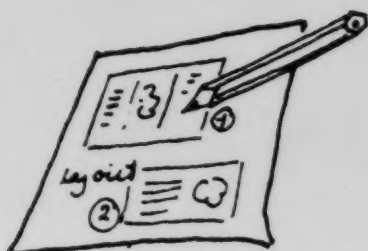
SOME TIPS FOR PREPARING A BULLETIN BOARD

- * Improve the appearance of a wall or sheet of wood by painting it or by covering it with cloth, wallpaper, newspaper or matting. Make sure that the background of the bulletin board is simple without too many patterns, so that it does not detract from the display itself.
- * Choose a location for the board where it will be seen. In the classroom it might be placed above a work table or opposite the doorway so that students see it when they enter the room. Be sure the board is at a height that is appropriate to the viewers and that it has adequate lighting.
- * Select a topic for the bulletin board that is suitable for the age-group and learning level of the students. Be sure the content of the board covers the topic thoroughly and is appropriate to the lesson it relates to. It is best to keep to one main idea or message for the bulletin board topic.
- * Use a variety of ideas to attract and hold the attention of the students. Drawings, pictures and illustrations as well as real objects can form part of the display. Remember that real objects create interest, and the message is likely to be more easily received.
- * Use a variety of lettering techniques. Letters can be cut out of paper, cardboard, cloth or wood. Yarn, rope, grass, vines and wire can also be used to make interesting types of letters. Be sure that letters are clear and easily read, and that there is sufficient contrast between letters and background to maintain good legibility.
- * Involve the students. Bulletin board preparation can be an ideal group activity. The display itself can provide opportunities for learning through touch, or through asking questions to the students.

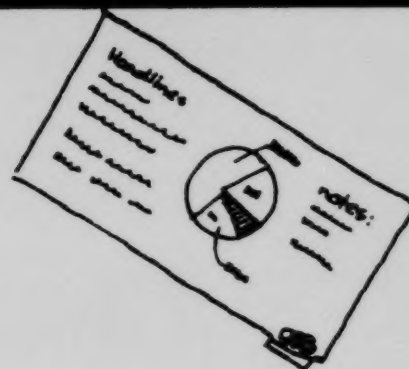
Chalkboards



Our Food Primer and Rhymes for Elementary School Children, by Dr. (Tmt) Rajammal
P. Devadas, Sri Avinashilingam Home Science College for Women, Coimbatore,
INDIA



CHALKBOARDS



Of all teaching aids, the CHALKBOARD is the most basic, widely known and easily-used tool for classroom teaching-learning. It is important to be familiar with a few simple techniques for using the chalkboard effectively.

When using a chalkboard:

- * **MAKE SURE THAT THE CHALKBOARD CAN BE SEEN BY ALL.** Be sure that chalkboards are positioned where they can be seen by all, and at a level at which both teachers and students can reach easily for writing and drawing. The surface of the chalkboard should be cleaned and washed regularly. If necessary, resurface a worn-out chalkboard with a coat of chalkboard paint.
- * **MAKE WRITING NEAT, BOLD, UNIFORM, READABLE, AND HORIZONTAL.** Writing on the chalkboard is a skill that should be practiced. The script should be no less than 5 cm in height, easy for the students to read, and run in a straight line across the chalkboard. Use a clear, concise writing style and be sure that the chalk contrasts with the background of the board.
- * **MAKE USE OF COLOURED CHALK FOR EMPHASIS.** Coloured chalk can be use to bring attention to certain words or phrases, to make illustrations more realistic. Light-coloured chalk is generally more legible than dark-coloured. If chalk is difficult to obtain, try making your own (See instructions, page).
- * **DO NOT TALK WHILE WRITING ON THE CHALKBOARD.** Talking and writing at the same time is distracting for the students. Wait until you have finished writing the words or phrase before repeating them, and be sure to move away from the board so that the materials are in clear view.
- * **ALWAYS PLAN CAREFULLY.** Planning what will be put on the chalkboard in advance can be helpful in making effective use of the space available. Make a small-scale diagram on scrap-paper of what you want to write or illustrate during the lesson. Keep this note in front of you as a reminder of the materials you wish to put on the chalkboard during the lesson. It may also be helpful to divide the chalkboard into three parts; one for headings, one for illustrations, and one for notes. You could also measure the area available for headings or notes so that you know how many letters you can write within that space. Lightly sketching material on the chalkboard in advance can also be helpful.
- * **DO NOT PUT TOO MUCH MATERIAL ON THE BOARD AT ONE TIME.** If it is necessary to put a large amount of information on the board, prepare it before the lesson and cover the chalkboard with large sheets of paper. This will help to avoid distracting the students. When the materials are needed, simply remove the paper, one sheet at a time.

MAKING CHALKBOARDS

If a ready-made chalkboard is not available one can easily be made using a few simple materials.

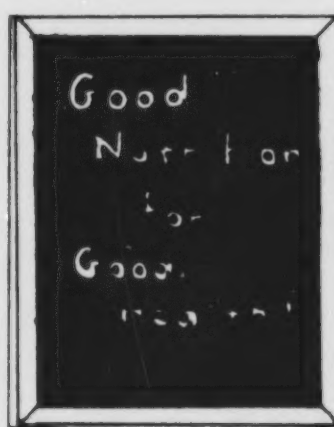
PORTABLE CHALKBOARDS

MATERIALS YOU WILL NEED:

- Smooth piece of plywood, linoleum, masonite or similar material (about 55 x 75 cm in size)
- Sandpaper
- Flat, dark-coloured paint or Chalkboard Paint
- Paint brush

METHOD:

1. Whatever material you use should be rubbed with sandpaper so that the surface will accept the paint well.
2. Apply two coats of paint to the rubbed surface of the board or other material. Be sure the first coat of paint is dry before applying the second coat.
3. If available, frame the chalkboard with a sturdy wooden frame. This will help keep the board from warping and make it last longer.
4. Before using the chalkboard, rub it with an eraser or cloth covered with chalk dust. This will make subsequent erasing easier.



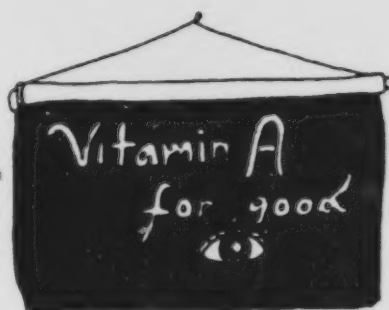
Mix varnish and kerosene thoroughly. Add lamp black and mix again, making sure all three ingredients are completely mixed together before using.

CLOTH CHALKBOARDS

- MATERIALS YOU WILL NEED:**
- Piece of oilcloth
 - Round wooden pole or stick
 - Can of opaque black paint
 - Sandpaper

METHOD:

1. Roughen the shiny side of the oilcloth with sandpaper so that it will accept the paint.
2. Apply two coats of black paint, allowing the first coat to dry thoroughly before applying the second coat.
3. When the paint is dry, fix a round, smooth wooden rod or pole to the long end of the painted cloth.
4. Connect both ends of the rod with a piece of cord or string for hanging the cloth.
5. To store the chalkboard, roll the cloth with the painted side in so that the unfinished side is on the outside.



A Cloth Chalkboard

NOTE: If oilcloth is not available, use a smooth piece of thick cotton cloth. Paint one very thin coat of glue on one side of the cloth. When the glue is dry, apply two coats of paint as above, remembering to allow each coat of paint to dry thoroughly.

MAKING CHALK

- MATERIALS YOU WILL NEED:**
- 1 part soil to 4 parts water
 - Bucket
 - Shovel
 - Cloth bag of muslin or other coarse, porous cloth

METHOD:

1. Shovel up some chalky-looking soil and put in a bucket with 4 times as much water. Stir vigorously. Crumble the large pieces of soil and dissolve as much as possible. Ignore hard rocks or pebbles.
2. Allow the soil to settle overnight.
3. Pour the water off the top and skim off the top layer of silt. This is usually several inches thick and is "chalk" in a liquid state.
4. Put the silt in the bag and let it drip overnight. Water may be squeezed out to hasten this process.
5. Roll the chalk into long, snake-like pieces, cut to desired lengths and allow to dry. Thicker chalk will not break as easily.
6. Test the chalk. If the soil is the right kind, you will have chalk. If not, try the process again with other soil in your area.

LETTERING FOR POSTERS, BULLETIN BOARDS, CHALKBOARDS
AND MANY OTHER TEACHING AIDS

LETTERING is an important component of many teaching aids such as posters, chalkboards, bulletin boards, etc. To be effective, lettering should be clear and easy to read. Although you need not be an expert at making lettering, there are some simple rules to follow to make sure that letters are easily-read.

ko o ka a do o da a
ko da do ka da ko

1) SIZE OF THE LETTERS

Be sure that letters are large enough to be seen by the entire class. A good test is to stand in the back of the classroom to make sure you yourself can read the letters on a poster, the chalk board or other visual teaching aid.

2) STYLE OF THE LETTERS

Simply written letters are generally easier to read than complex lettering styles. Depending on the age of the students, you will want to use very easily read lettering styles. Older students may be more familiar with cursive writing. Generally speaking, a clear bold print is always the easiest to read.

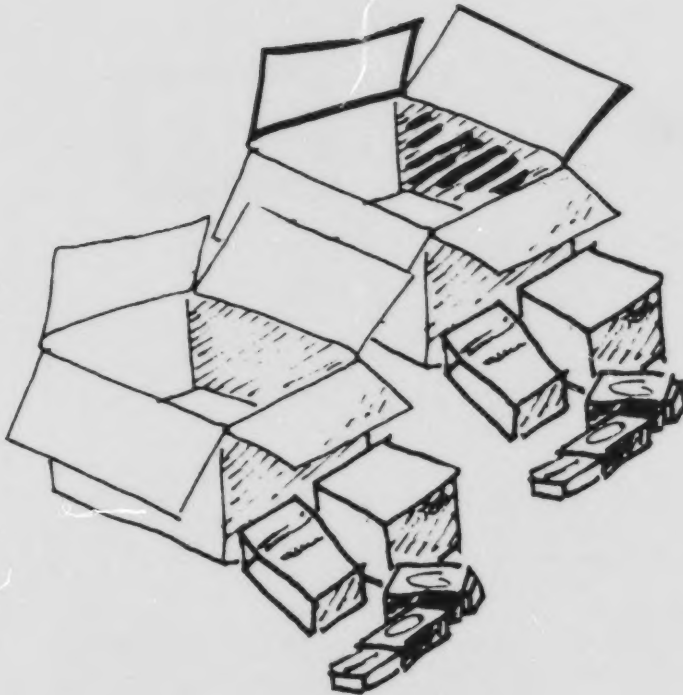
3) SPACING BETWEEN LETTERS

Spacing, or the amount of space left between letters in a word, between one word and the next, and between lines is important for making easy to read lettering. Be sure that enough space is left between letters and between words so that there is no confusion as to where one letter or word begins and the next one ends. The less crowded a word is, the easier it is to read.

4) CONTRAST BETWEEN LETTERING AND THE BACKGROUND

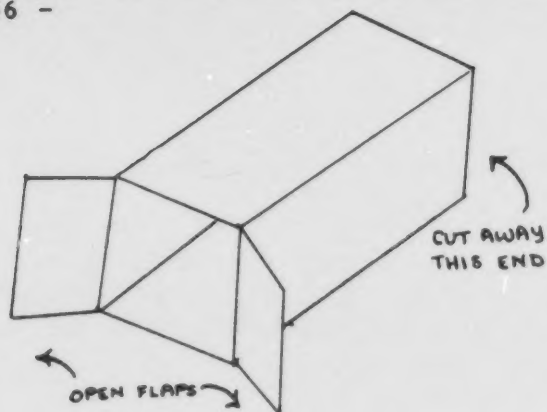
Be sure to make enough contrast between the colour of the letters and the colour of the background so that the words can be easily read. For light-coloured backgrounds, use letters which are dark in colour, and for dark-coloured backgrounds, use letters which are light in colour.

Cardboard Boxes



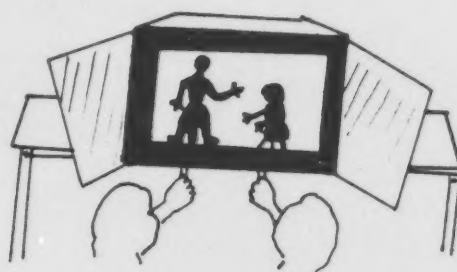
Learning to Do - Simple Visual Teaching Learning Aids: A Handbook of Suggestions
for Teachers, Ministry of Education: SOMALIA

SOME IDEAS FOR CARDBOARD BOXES



HOW TO MAKE A SHADOW BOX PLAY

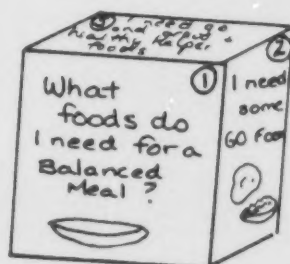
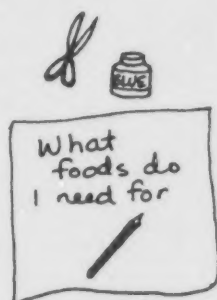
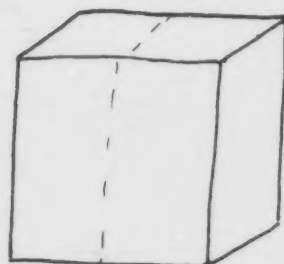
1. Prepare a long, strong cardboard box by removing or cutting away one end, and opening the flaps at the opposite end to make wings.
2. Prepare a series of cut-out cardboard figures. The characters should have obvious outlines so that they are easily distinguished from one another by their shapes.
3. Mount each character on a short stick. If available, place a strong light behind the figures at the open end of the box. This will make the outlines of the characters sharper.



HOW TO MAKE A PICTURE BOX:

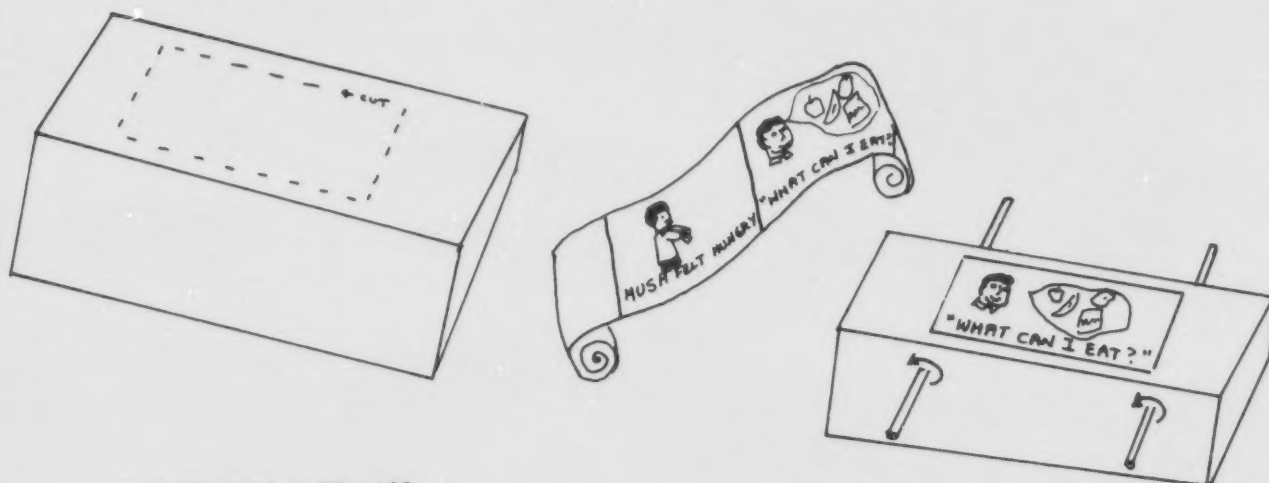
(A picture box is a cardboard box covered with illustrations which tell a story. Each face of the box shows one sequence of the story.)

1. Prepare a cardboard box. Make sure that all six sides are intact.
2. Cut large pieces of paper to fit the different sides of the box (or glue together small pieces of paper.)
3. On each piece of paper draw, paint or paste pictures which illustrate one sequence from a theme or story.
4. Paste one picture to each side of the box. It may be helpful to label the sequences in order (1, 2, 3...6).
5. Turn the box to show the correct sequence as you tell the story.



HOW TO MAKE A TELEVISION BOX:

1. Prepare a long, strong cardboard box by cutting a television-screen-sized hole in one end or side of the box.
2. Using a long strip or roll of paper, prepare pictures or drawings in sequence to tell a story, explain a method, or describe a topic. Make sure that the roll of paper is just as wide as the hole that has been cut for the screen.
3. Insert two sticks or poles into the cardboard box, one on either side of the screen hole. Turn the box over, and wind the paper roll around one stick. Make sure the illustrated side of the paper is facing out of the screen hole. Pull the loose end of the paper and attach to the other stick. Widen the hole around the two sticks so that they can be easily turned. The paper roll should move when one or the other of the sticks is turned.
4. Turn the stick as quickly or slowly as you wish, going backwards or forwards to emphasise a particular sequence. Many different television rolls can be made for different nutrition and health topics.



HOW TO MAKE A COLLAGE:

(A Collage is a display or picture made up of many different kinds of materials or pictures.)

1. Cut out pictures, postcards, stamps, charts and diagrams, pieces of cloth, leaves, seeds, etc.
2. Prepare a large piece of paper, cardboard, or piece of cloth for the background.
3. Paste or pin the materials onto the backing paper or cloth.

NOTE: A collage can be used as a group project. Give a small group of children a theme and allow them to create a collage on the selected theme using materials available.



Educational Games



Helping Healthworkers Learn, by David Werner; UNITED KINGDOM

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EDUCATIONAL GAMES

EDUCATIONAL GAMES can be fun to play, and at the same time teach about important nutrition and health information and practices. With creativity and imagination, commonly-played games can be adapted to teach about nutrition and health. New games can be invented in the form of board games, card games, puzzles, action games and many, many more.



GUIDELINES FOR GAMES IN NUTRITION TEACHING-LEARNING

- * CREATE GAMES WHICH EMPHASIZE GAINING KNOWLEDGE, PRACTICES AND SKILLS FOR BETTER NUTRITION AND HEALTH, rather than winning or losing. Educational games should be more than a game of luck or chance. The most realistic and effective games will help students to practice working together to overcome nutrition and health problems. Games which provide opportunities for students to think, decide and act will have greater impact than those which merely present information.
- * ADAPT EDUCATIONAL GAMES TO SPECIFIC TEACHING-LEARNING SITUATIONS. Be sure that the messages and information used in games are suitable to local conditions, and are in keeping with the cultural background of the students.
- * INVOLVE STUDENTS IN THE CREATION OF EDUCATIONAL GAMES. By taking part in making up the games they play, students will have a more thorough knowledge of the messages presented in the games, and be more likely to continue to discuss these messages.

Nutrition Snakes and Ladders Game

33	34	35  HEALTHY BABY	36	37	38 BABY GROWS WELL	39 STOP BREAST FEEDING	40 END
32 HEALTHY BABY	31 FRESH FRUITS 	30 DIRTY BOTTLES 	29	28 THIN PORRIDGE	27	26	25
17	18	19	20 HEALTHY BABY	21	22 RICE  GOOD MIXED DIET	23	24  THIN BABY
16 CLEAN CUP AND SPOON 	15	14	13	12	11 SICK BABY	10 BABY GROWS WELL	9
1 START →	2 RUNNING BELLY	3	4	5 BREAST MILK 	6	7 THICK PORRIDGE	8

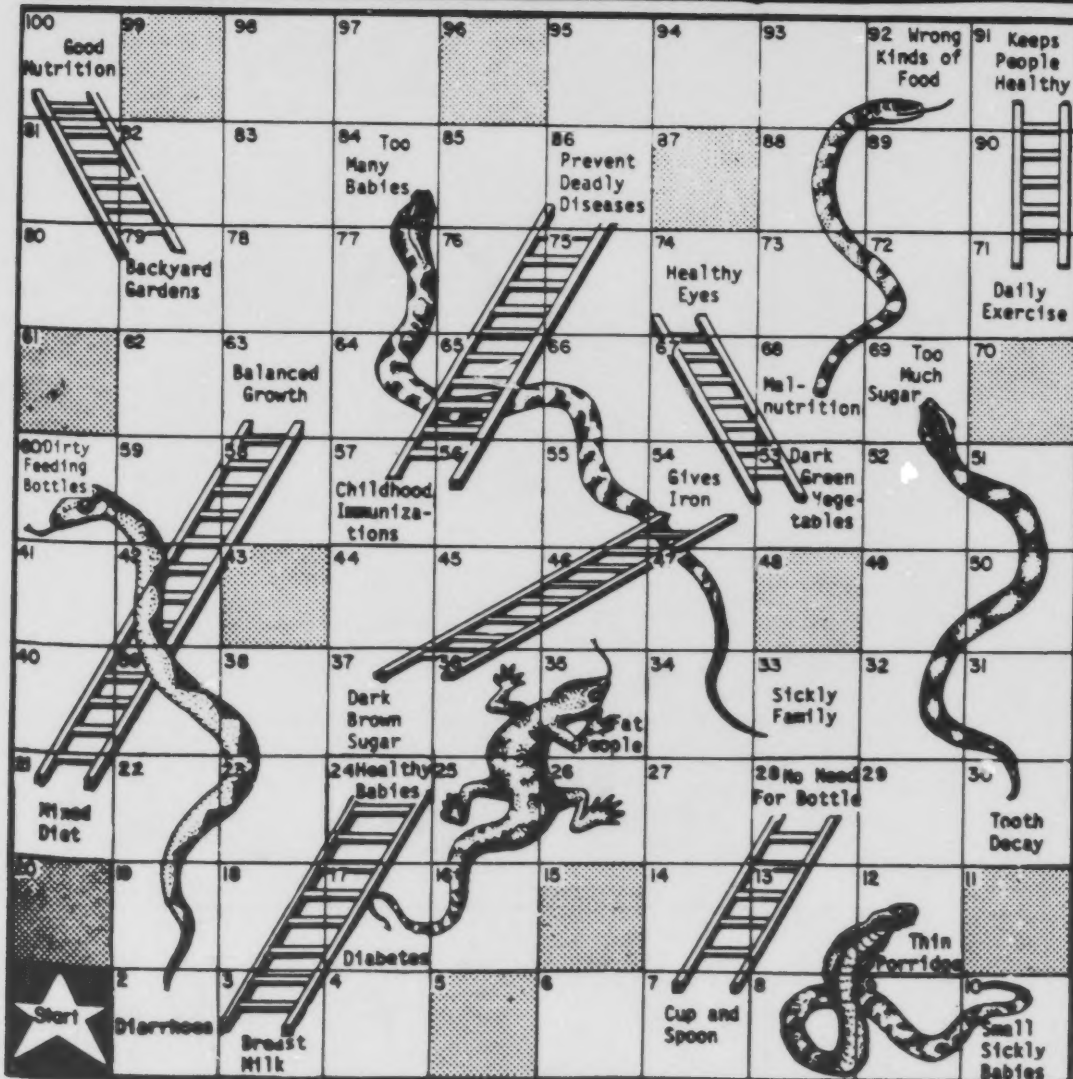
NUTRITION SNAKES AND LADDERS
(FOR 7 - 8 YEARS)

NUTRITION SNAKES AND LADDERS

(FOR 9 - 11 YEARS)

NUTRITION

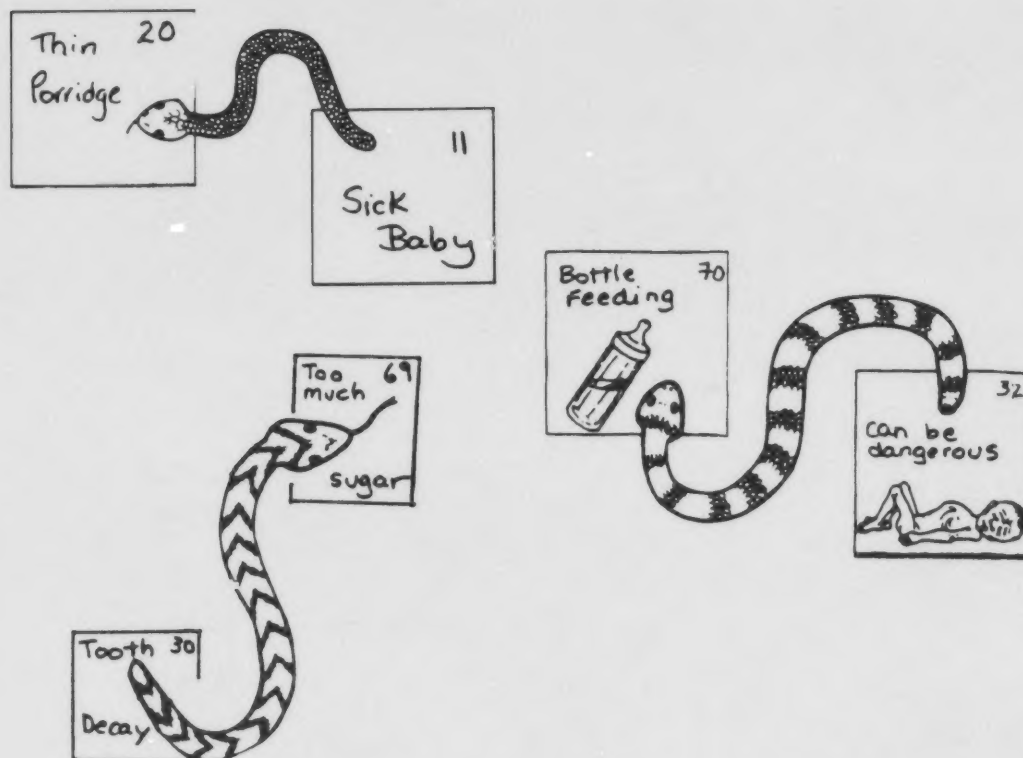
Snakes & Ladders Game



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HOW TO PLAY NUTRITION SNAKES AND LADDERS

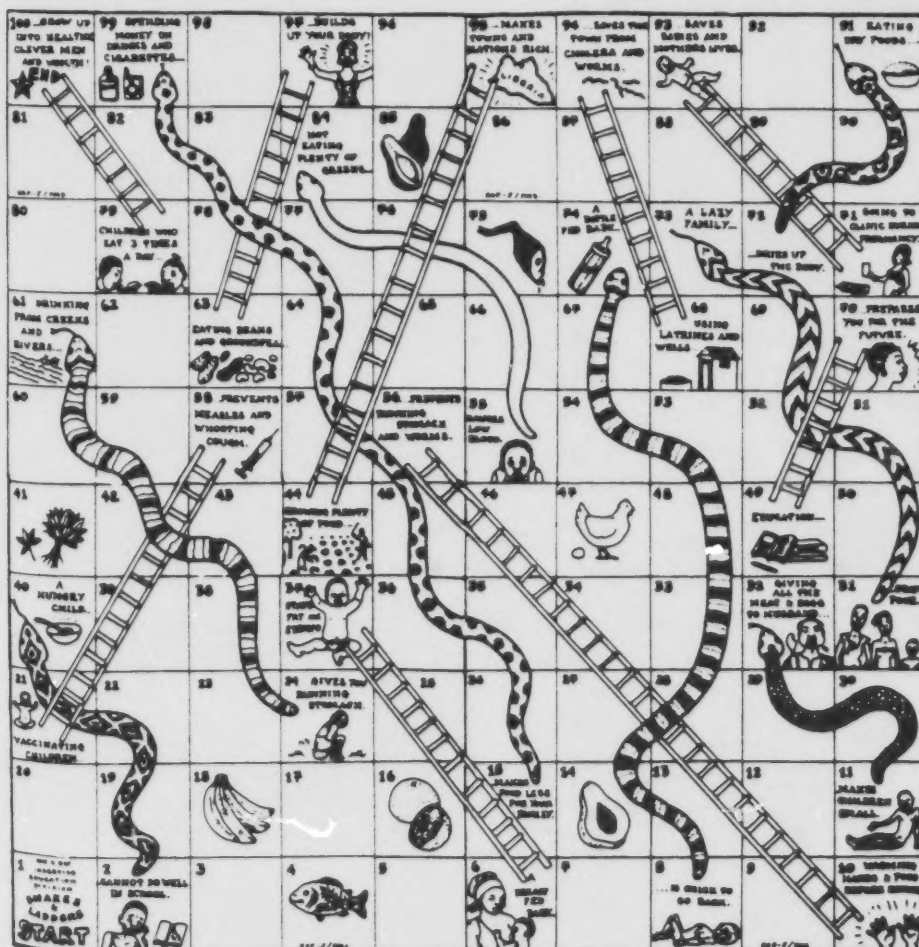
- HOW TO PLAY:
1. The players throw the die and the player with the highest number starts the game by throwing the die. He or she then moves the counter the number of spaces indicated by the number shown on the die.
 2. If a player scores a 6, he or she moves the counter 6 spaces and then throws the die again.
 3. If a counter stops on the head of a snake, the player must slide the counter down the snake to its tail, carry on from that point in the next round. If a counter lands at the foot of a ladder, the player moves it to the top and carries on from that square.
 4. Both the snakes and the ladders carry messages that the players read aloud to the other players when a counter lands on them.
 5. The first player to reach the end of the board wins.



HOW TO PLAY:

HEALTH SNAKES AND LADDERS GAME

1. 2, 3, or 4 people can play this game. Each player uses a seed to show what place he or she has on the board.
2. Each player throws the die. The player with the highest number starts the game.
3. The first player throws the die and moves his or her seed according to the number shown on the die, beginning from square 1, marked START.
4. If a player rolls a 6, the die can be thrown again for another turn.
5. If a marker stops on the head of a snake, the snake swallows it. The player then moves down to the tail of the snake, and reads the message to all the players. That player's turn is over, and his next turn begins from the square at the tail of the snake.
5. If a seed lands on a square that has the foot of a ladder, the player moves it to the top of the ladder, and reads the message to all the players. That player's turn ends at the top of the ladder, and his or her next turn begins from there.
6. The first player to reach square 100 wins the game, but the player must throw the exact number needed to land on that final square.



Helping Healthworkers Learn (Adapted for Liberia from "Snakes and Ladders" prepared by the National Food and Nutrition Commission of Zambia, in PSC Newsletter, UNICEF)

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FOOD GROUPS SNAKES AND LADDERS GAME

MATERIALS NEEDED:

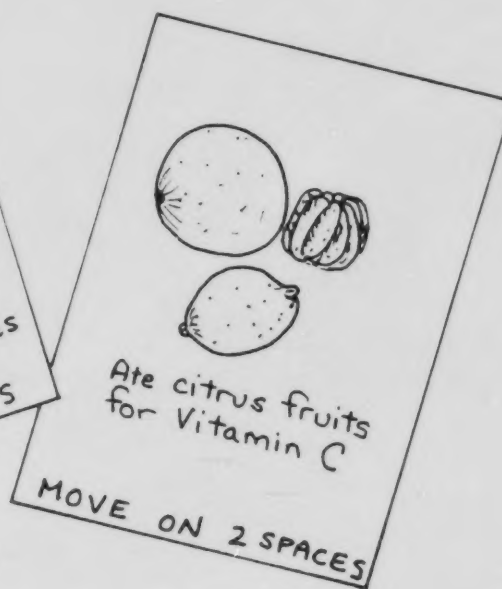
1 piece of stiff cardboard
a pack of plain cards, playing-card size
pictures of foods in the food groups
counters
clear plastic for covering the board



1. Make the traditional snakes and ladders board.
2. Cover the board with clear film.
3. Cut out suitable pictures of the food groups and paste them onto the playing cards.
4. Underneath the picture write a suitable instruction such as:
Picture of Green Vegetables: Ate green vegetables for PROTECTION,
Move on 3 spaces.
5. Cover cards with clear plastic film.

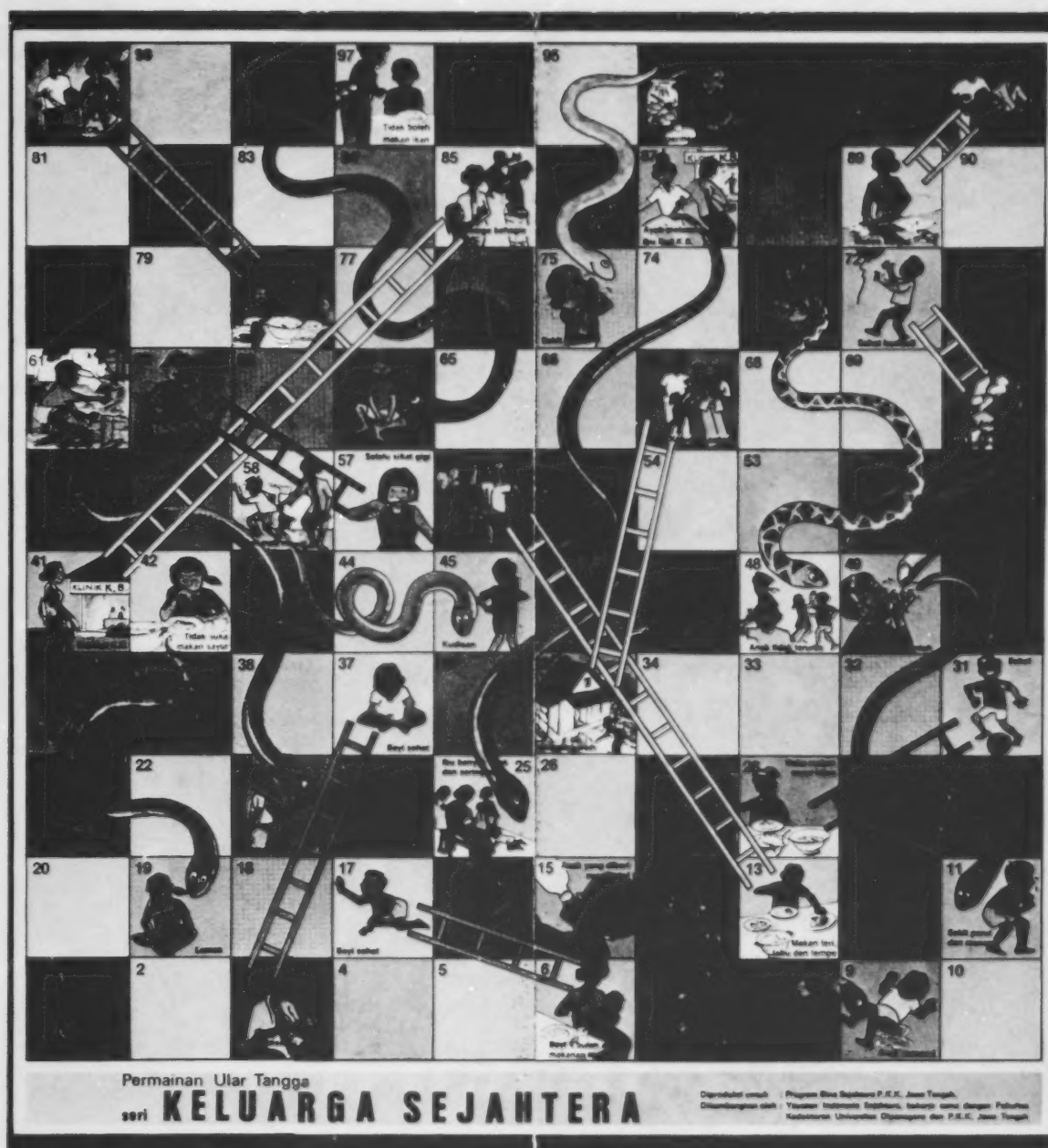
TO PLAY:

1. Each player has a counter.
2. Each player lifts one card in turn, follows the written instruction and returns it to the bottom of the pack.
3. When all the cards have been used, the pack is reshuffled.
4. On landing at the bottom of a ladder, the player moves up: on landing on a snake head, the player moves down.
5. The game is finished when each player has reached the "finish" square.



SNAKES AND LADDERS GAMEBOARD

(INDONESIA)



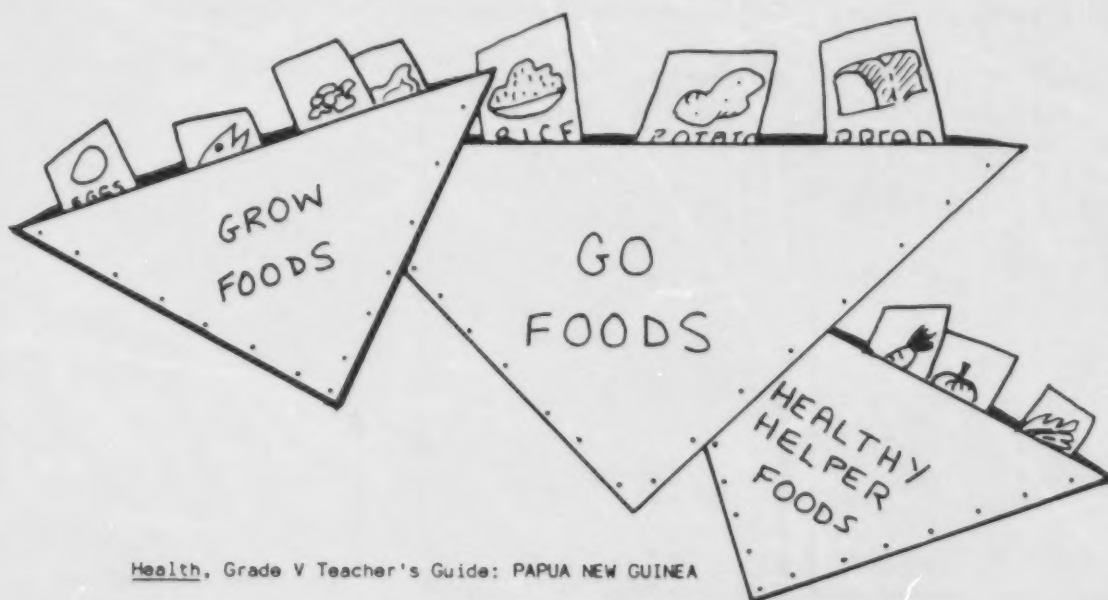
FOOD CARD GAMES

HOW TO MAKE FOOD GROUP PLAYING CARDS

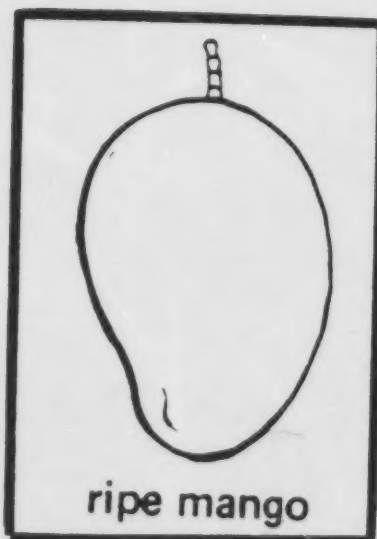
1. Make a list of commonly-eaten foods.
2. Group these foods into the food groups recognized in your area. Remember that some foods may belong in more than one group. If this is the case, make more than one card for that food.
3. Using a playing card-sized piece of cardboard or strong paper, make a card for each food on the list. Draw the food as realistically as possible, and in clear letters, write the name of the food below the drawing.
4. If coloured pens or paints are available, colour the drawings.



5. These cards can be used for card games such as "Food Groups"; "Memory for Food Groups"; "Meal Memory"; "Test for Food Groups", or with Food Holders to make a balanced, nutritious meal.

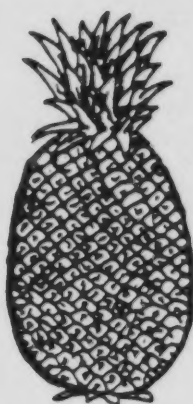


SOME FOOD PLAYING CARDS...





rice



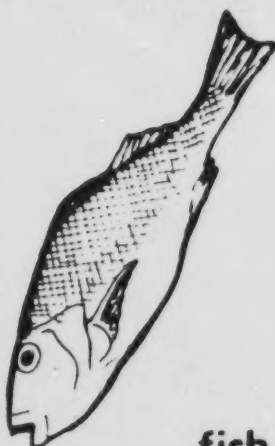
pineapple



COW



sweet potato
leaves



fish



peanuts



goat



guava



winged bean

HOW TO PLAY FOOD CARD GAMES



FOOD GROUPS

One player holds the entire deck. He turns one card at a time for the other players to see. Each player must quickly name the correct food group. The first player who says the correct food groups wins the card. When two or more players say the correct food group at the same time, the card goes back into the pile of cards. The player who has the most cards at the end of the game is the winner.

MEMORY FOR FOOD GROUPS

This game should be played at the end of several weeks study on food groups. All cards are turned face down. Five players pick up one card each. One player does not play...he or she is the "judge". The judge sees that each answer is correct using the list of foods and their groups for reference if needed.

Each player takes a turn. The player reads the name of the food on the card he has drawn and tells the food group to which it belongs. When the answer is correct the player gets to keep the card. When the player is wrong, the card goes face down on the table. A time limit is set such as five seconds to name the food group for the card. The players take turns picking up and naming the food groups until there are no more cards. The player with the most cards wins the game.

MEAL MEMORY

Six players are dealt 4 cards each. The remainder of the cards are spread out face down in the middle of the table. Players look at their cards and see if they have a balanced meal. Players discard, face down, any card they do not want when their turn comes. The next player has a turn. The goal of each player is to make as many balanced meals as possible. Players must try to remember where a card they want is placed, so they can use it when their turn comes. A player may pick up or place face down only ONE card each turn. The player with the most balanced meals at the end of the game is the winner. (For this game, a balanced meal must have 1 protein or body-building food, 1 energy food and 1 protection food.)

TEST FOR FOOD GROUPS

Give each player in one group a set of food cards. Have them work at their own desk so the card sets will not get mixed up. Ask the players to put the energy foods in one line, protection foods in a second line and the protein foods in the third line. Check each line to see if they are correct. Players with correct lines can help to check other players card line-ups.



Sooji Kheer



Mashed Vegetables



Porridge

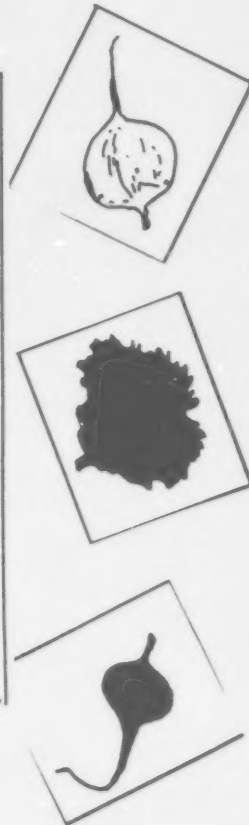
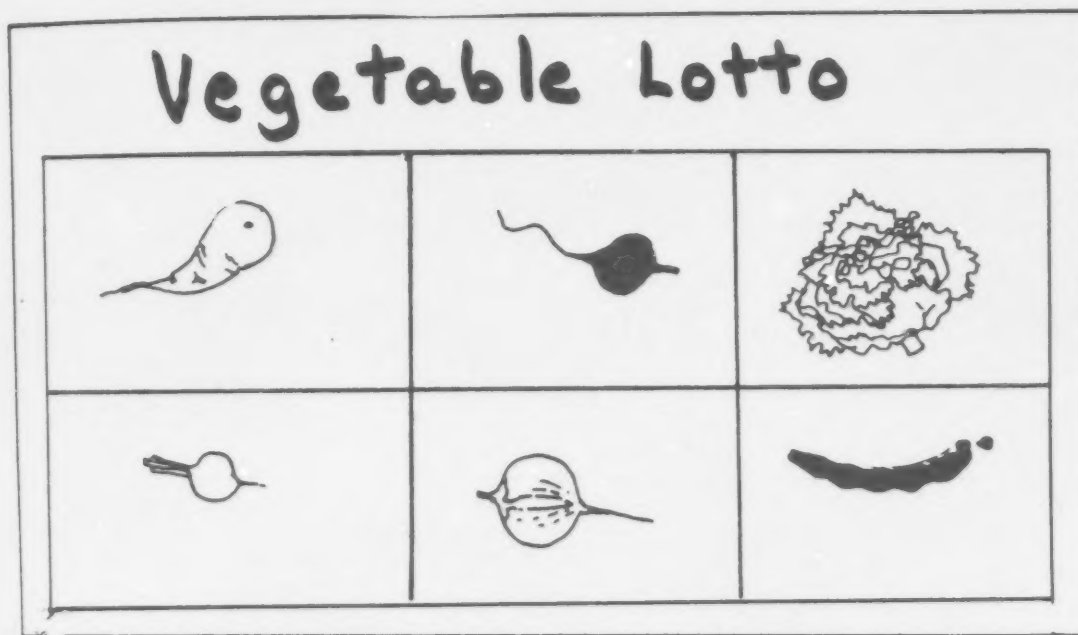


Mashed Bananas

VEGETABLE LOTTO

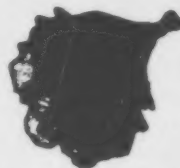
- OBJECTIVE:** - To identify many kinds of vegetables
- PREPARATION:** - Make a set of lotto cards using stiff paper or light-weight cardboard. Draw and paint (or colour) six different vegetables on each master lotto card. - Prepare playing cards showing one vegetable each.
- HOW TO PLAY:**
1. Give each player a master lotto card. Stack the playing cards face down. One player is the caller.
 2. The caller turns the top card in the stack face-up. Any player with that vegetable on his or her master card holds up his or her hand.
 3. If he or she can identify the vegetable correctly, the card is passed out and placed face down on the correct section of the master lotto card.
 4. The first player to cover all six vegetables is the winner. If a player does not correctly identify the vegetable, and no one else wishes to try, the vegetable is named by the caller, who returns the card to the pile.

NOTE: The teacher should be the caller for groups of younger students. With older students, this role may be assumed by a student.



FOOD FAMILY GAME

Below is a sample of the Food Family Game using 3 food groups; Go Foods, Grow Foods, and Healthy Helper Foods. However, the game can be adapted to suit whichever food grouping method is used in your area.



OBJECTIVE: To help students identify and become familiar with foods included in the Go Food Group.

PREPARATION: For the Go Food Family Member you will need to draw:

- Body, the staple energy food in your area
- Head, legs, arms, hair, feet, other energy-giving foods commonly eaten

Make the following number of body parts, with the value listed below:

- 6 bodies (6 points)
- 6 heads (5 points)
- 12 arms (4 points)
- 12 legs (3 points)
- 6 hair (2 points)
- 12 feet (1 point)

You will also need 1 die.



HOW TO PLAY: 1. Each player takes turns tossing the die. After the die is thrown, the player picks up a body part of the value of the number on the die. For example, if a "3" is thrown the player picks up a leg piece.



2. To make the game more interesting, it can be played so that a player cannot start to build his or her family member until he or she has thrown a "6" and picked up a body.

3. If a player has already thrown the number "4" twice, and thus has two arms, he cannot pick up a third arm if another "4" is thrown. The player is allowed to throw the die once more.

4. Each player tries to build up the complete Go Food Family Member. The first player to do so wins the game.

NOTE: The Grow Food Family Member is made up of body parts which are drawings of protein foods. The Healthy Helper Family Member is made up of body parts which are drawing of fruits and vegetables which keep the body healthy and fight sickness.



VARIATIONS OF THE FOOD FAMILY MEMBER GAME

A more complicated version of this game is to play with parts from all members of the food family. Each player tries to be the first to put together all 3 (or 5, or however many family members there are) family members. Each Food Family Member must be made up of body parts which are found in that food group. If the player places a GO FOOD leg on a GROW FOOD family member, for example, the player loses a turn. The player who identifies the mistake is allowed to throw the die twice for an extra turn.

Another way to use the Food Family Members is to make up a "Balanced Meal Man". Using the pieces for the Food Family Members, each player tries to make up a balanced meal with all food groups represented. The first player to make a balanced meal correctly wins the game.



Go Food Family Member

THE ROAD TO HEALTH GAME

HOW TO MAKE THE GAME:

- MATERIALS YOU WILL NEED:
- Pebbles or coins, 12 in two colours each
 - The Weight-for-Age playing board (see below)
 - Three sets of playing cards (see below)
 - A set of cards showing the right and wrong supplementary foods (see below)

HOW TO MAKE THE PLAYING BOARD

- MATERIALS YOU WILL NEED:
- Chart paper or other stiff paper
 - Pencils marking pens
 - Paints and brushes
 - Coloured pens

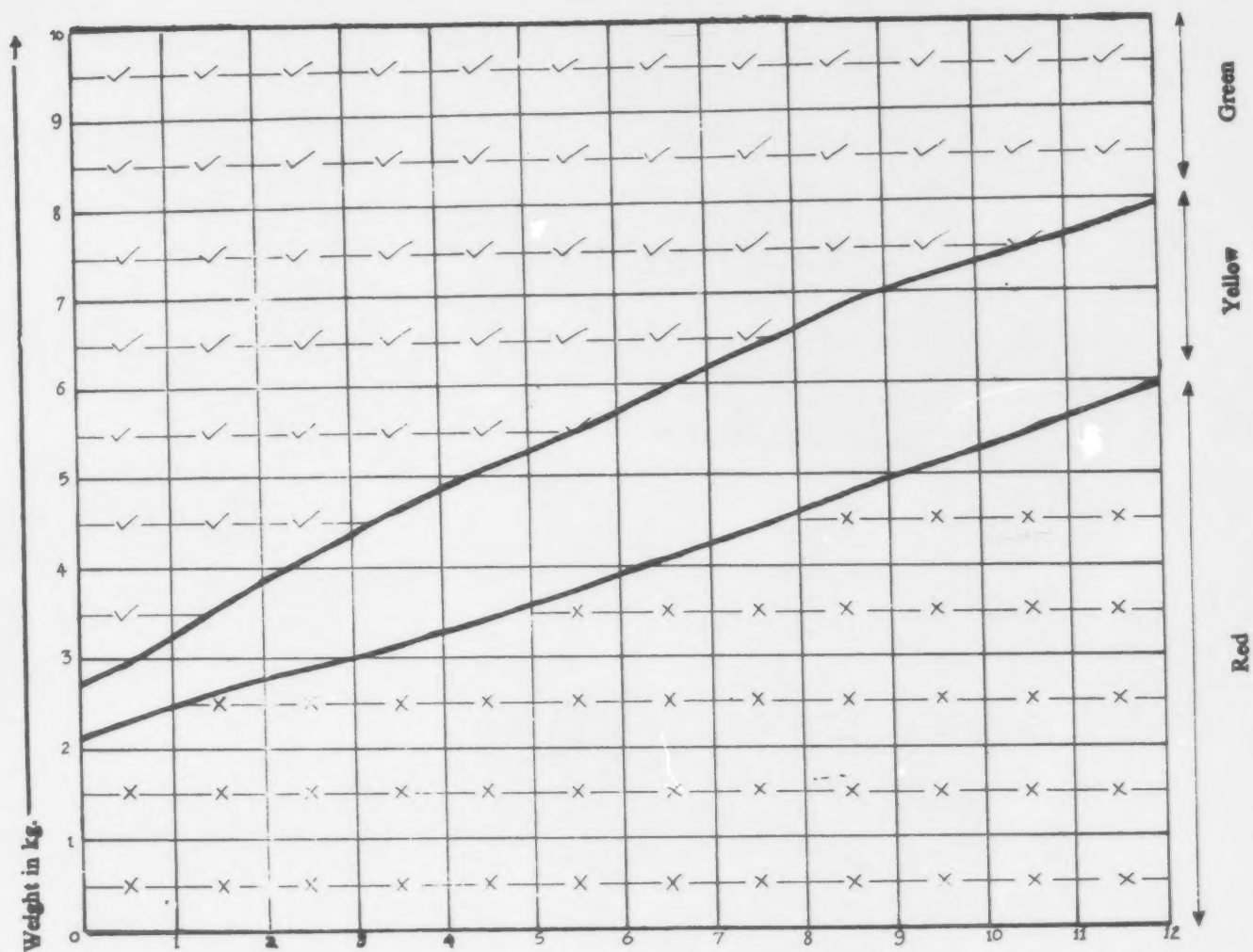
METHOD:

1. Take a chart paper 32.5 cm x 32.5 cm. Mark a border of 2.5 cm x 2.5 cm on the paper.
2. Mark out rectangles of 2.5 cm x 1.25 cm as seen in the illustration. The weight is depicted on the vertical axis (in 1/2 kg. measures) and the age (in months) on the horizontal axis.
3. Plot the points for the curves as per the details in the tables given below.

Age in months	Weight in Kg.		
	Set I	Set II	Set III
1	4.0	4.0	—
2	4.5	4.5	—
3	5.0	4.8	—
4	5.5	5.0	—
5	6.0	5.0	5.5
6	6.5	5.1	6.2
7	7.0	5.1	6.8
8	7.5	5.0	7.5
9	7.8	4.8	7.8
10	8.0	4.5	8.2
11	8.2	4.0	8.5
12	8.5	3.5 (Dead)	9.0

4. Paint the area above the top curve GREEN, the area between the first and second curve YELLOW, and the area below the second curve RED.
5. Mark out the weights on the X axis and the age on the Y axis as shown.

ROAD TO HEALTH GAME PLAYING BOARD



HOW TO MAKE THE PLAYING CARDS

MATERIALS YOU WILL NEED:

- Chart paper or other stiff paper
- Pencils, marking pens
- Paints and brushes

METHOD:

1. Cut out thirty-two 5 cm squares from the chart paper.
2. Draw successive figures of infants from one to twelve months of age on two sets of twelve cards each.
3. Draw figures of an infant from the fifth to twelfth month on the rest of the eight cards to make the third set.
4. Colour the three sets of cards in three different colours.
5. On the reverse side of the cards, mark the age and the weight of the infants as per details in the following table:

Age in months	Table I weight in kg.	Table II weight in kg.
0	3.0	2.3
1	3.5	2.5
2	4.0	3.0
3	4.5	3.4
4	5.0	3.7
5	5.5	4.1
6	6.0	4.5
7	6.4	4.8
8	6.7	5.1
9	7.0	5.3
10	7.3	5.5
11	7.5	5.8
12	7.8	6.0



Playing Cards

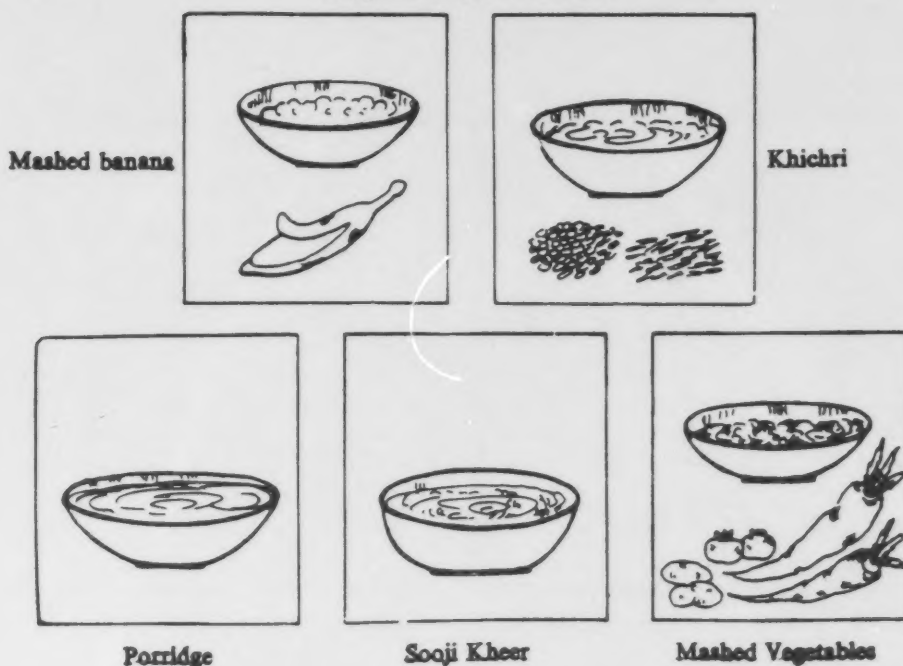
ROAD TO HEALTH GAME PLAYING CARDS





Workshop on Participatory Nutrition Education Learning Aids Kit: National Institute of Public Cooperation and Child Development, New Delhi, INDIA

Supplementary Food Cards



HOW TO MAKE THE SUPPLEMENTARY FOOD CARDS

MATERIALS YOU WILL NEED: - Chart paper or other stiff paper
- Pencils, marking pens
- Paints and brushes

METHOD:

1. Cut out eight to ten, 5 cm squares from the chart paper.
2. Draw out and name some supplementary foods on these cards, and colour.
3. On the reverse side of these cards, put a RED, YELLOW, or GREEN mark depending on whether the food is suitable for severely malnourished, moderate or mildly malnourished, or for normal children. Thus, a food suitable for all 3 will have all 3 colour markings while one unsuitable for severely malnourished infants will have only yellow and green markings.



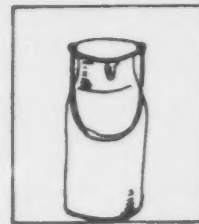
Spinach



Wheat

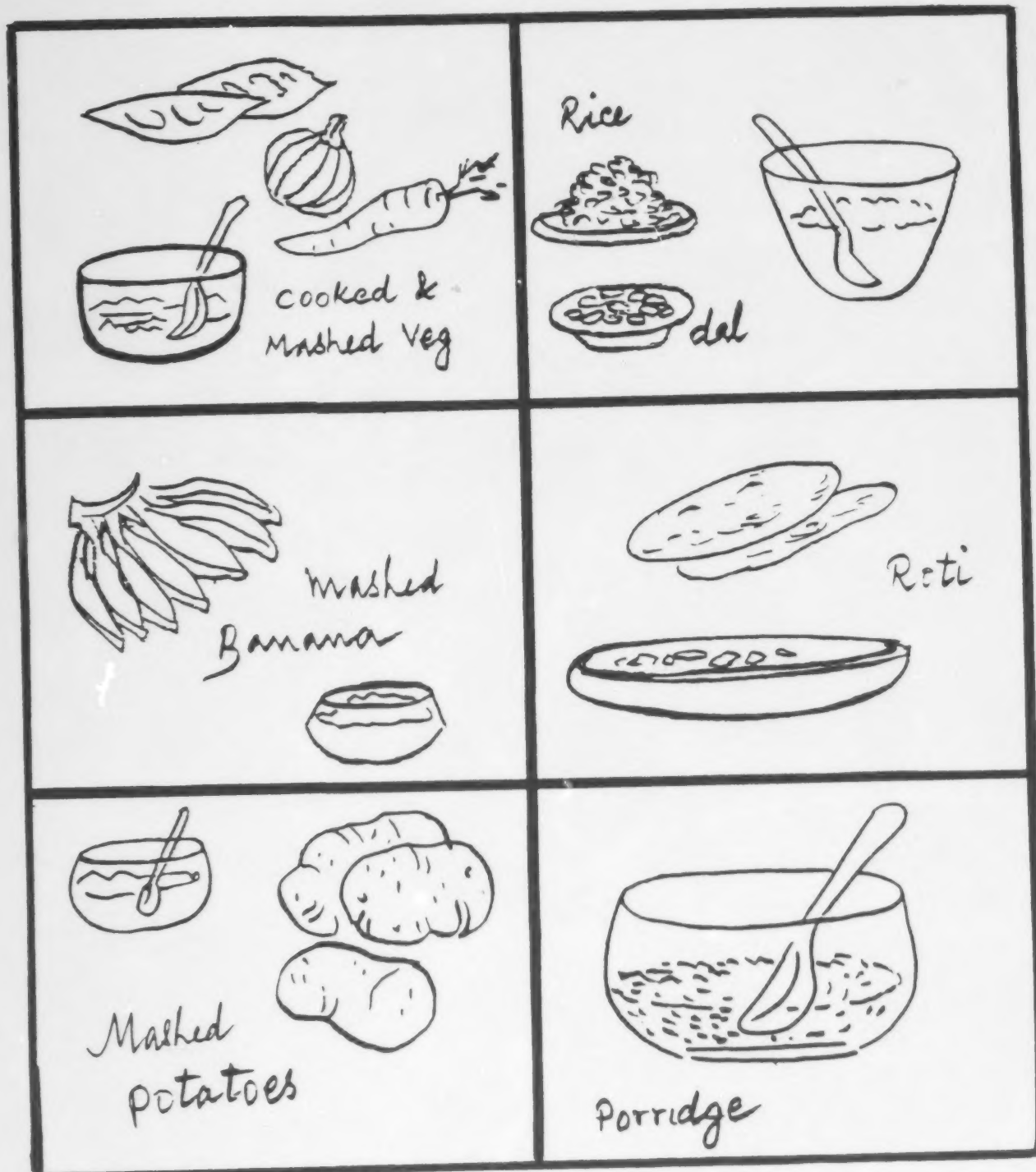


Carrot



Milk

SUPPLEMENTARY FOOD CARDS



HOW TO PLAY THE ROAD TO HEALTH GAME

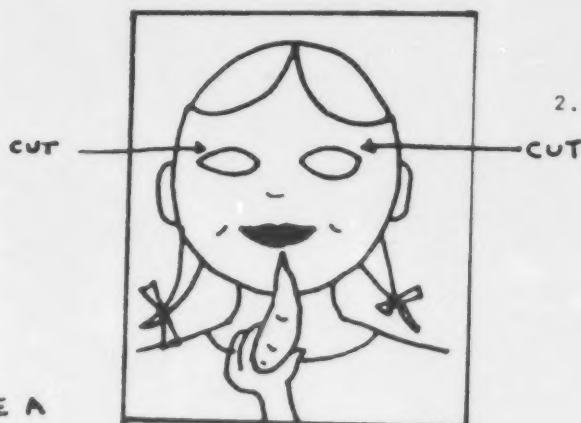
1. Two players (or teams) can play the game against each other.
2. The playing cards are arranged in an ascending order (i.e., starting with one up to twelve months). Each player selects one set of 12 cards and keeps it on the table with the pictures of the infants facing upwards.
3. To start the game, the first player overturns the first card in his pack (i.e., the one with the picture of a one month old infant) and reads out the weight mentioned on the reverse side of the card. He then places his coin on the point on the board which corresponds to the weight and age of the infant.
4. The second player then takes his turn and similarly places his coin (a different colour or size) on the board.
5. The players keep playing in turn and move their coins accordingly.
6. The player who falls into the red area loses the game.
7. When the player notices that the weight is not increasing, he has the option of introducing a supplementary food from the set of food cards.
8. If the food selected is correct, the player can change his set of playing cards for the third set and the game continues as before. One food must be selected by this player before each turn. If the food is wrong (according to the markings on the back of each card) the player skips a turn and the weight remains the same although the age increases. (The coin should be moved accordingly).

HEALTHY EYES CARD

MATERIALS YOU WILL NEED: - Paper, cardboard
- Scissors
- Stapler and staples
- Pencils, pens, paints

METHOD:

1. Cut out two rectangular pieces of cardboard.
Cut one strip of cardboard which is about 5 cm longer than the cardboard rectangles.

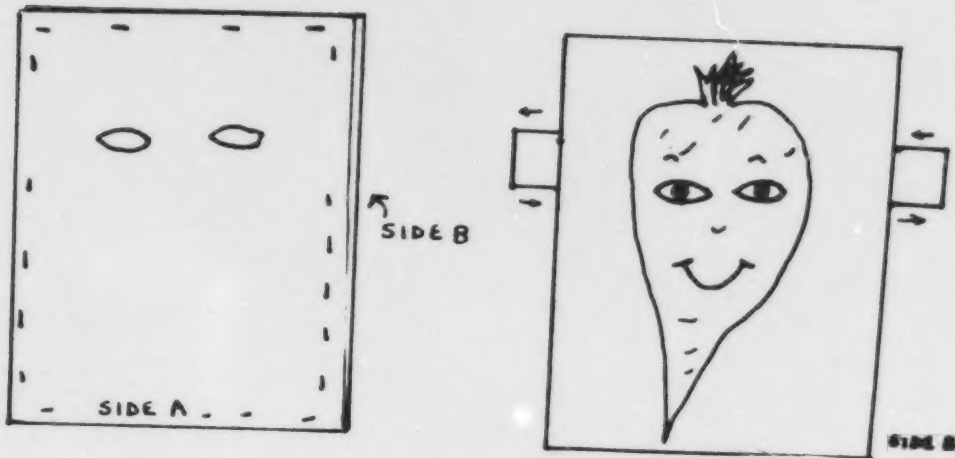


2. On one piece, draw a face.
Cut out the eye-holes.
This is Side A.

3. Place the strip under the face, and where the eye-holes are, draw two dots on the strip.



4. Draw a vegetable on the other piece of cardboard which is rich in Vitamin A (eg. carrot, papaya, etc.). Draw a face on the vegetable. Cut out two eye-holes making sure that they match the eye-holes you made in the first cardboard piece. This is Side B.
5. Turn the strip over. Place the the strip under the vegetable face cardboard, and draw two dots on the strip where the eye-holes are.



6. Staple Sides A and B together as shown above. Leave a space to insert the strip.
7. Insert the strip so that the two dots can be seen in the eye-holes.



8. Move the strip back and forth to move the eyes.
9. Both sides of the card can be used to give the message that eating certain foods is good for the eyes.





SAMPLE HEALTHY EYES

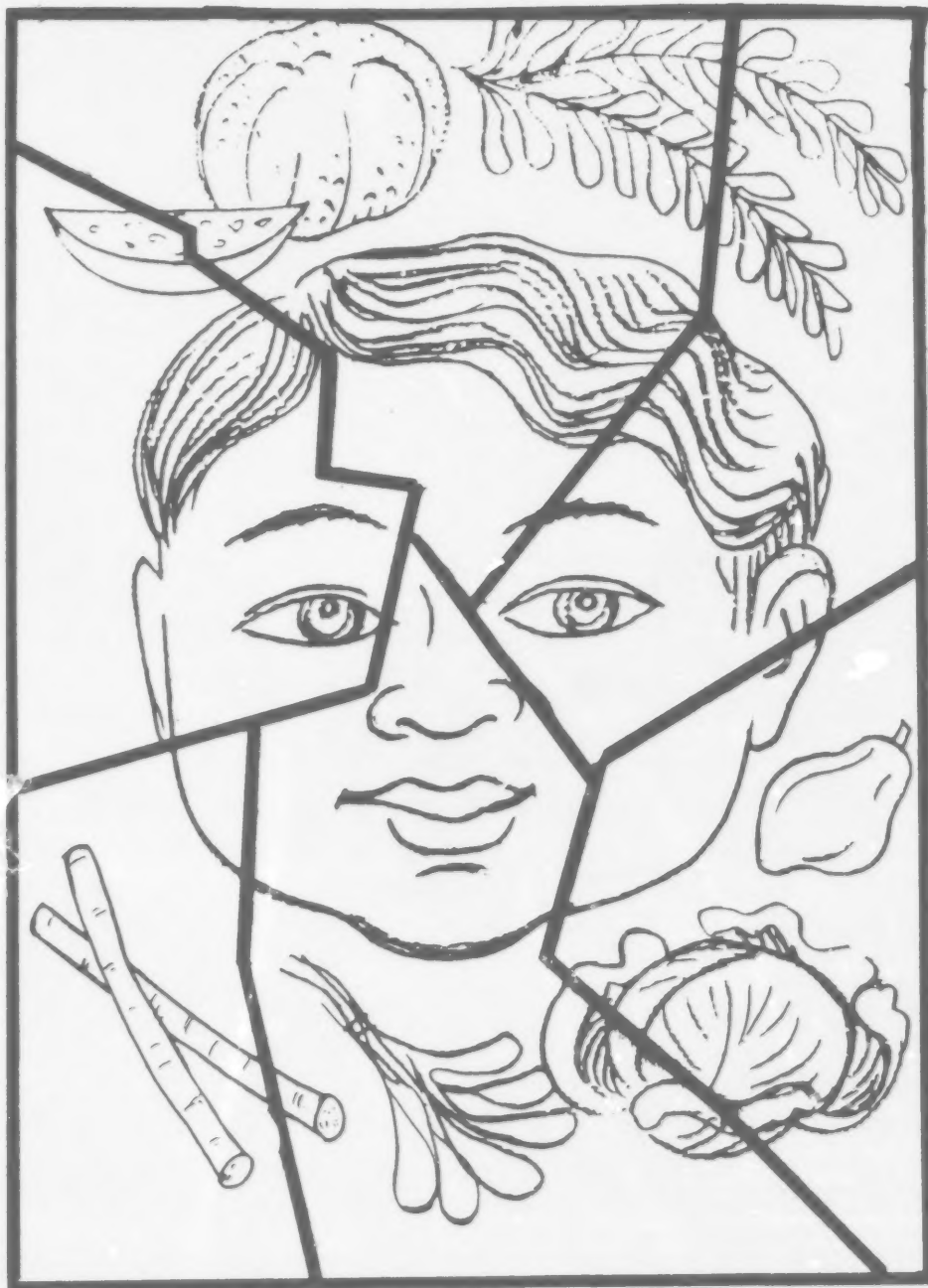
CARD

Pull ←



પ્રસ્તુત : અભય કોઠારી કોમ્યુનિકેશન સર્વિસીઝ
૫૩, સ્ટેડિયમ હાઉસ, રત્નાનાગાર સામે, અમદાવાદ-૩૮૦ ૦૦૬.

Puzzles



Workshop on Participatory Nutrition Education Learning Aids Kit: National Institute of Public Cooperation and Child Development, New Delhi, INDIA

PUZZLES

Life itself is full of puzzles - - - problems and situations with inter-related parts which people try to understand and "figure-out". Puzzles can be used to help students look at real life problems of nutrition and health, and to see how different factors fit together to create solutions to these problems. They can help students to see for themselves how many conditions and problems are related. Students can make puzzles themselves, based on nutrition problems facing them or their communities, or on topics presented in the class.



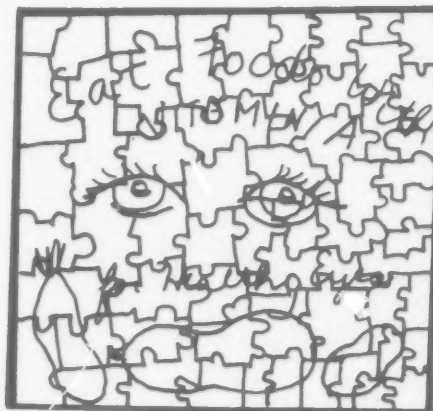
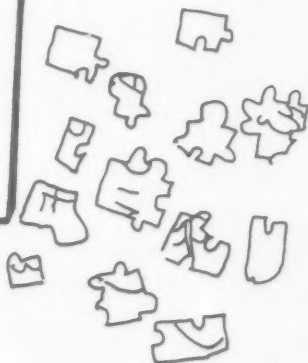
Pieces of cardboard, wood or cloth can be cut into pieces which fit together in certain ways. Students can make "jig-saw" puzzles which form one picture or one shape. Puzzles can also be made to fit together on a flannel board as a class, small group or individual learning activity. Word puzzles are also useful in helping students discover information for themselves, or to reinforce and/or review important messages.

JIG-SAW PUZZLES

- MATERIALS YOU WILL NEED:
- Paper
 - Cardboard or stiff paper
 - Pens, paints, etc.
 - Paste or glue
 - Scissors

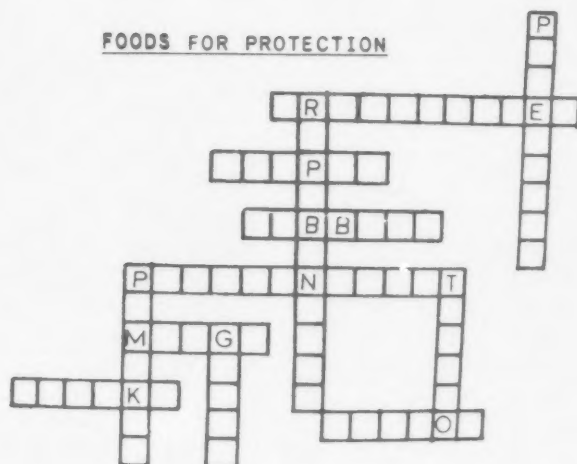
- HOW TO MAKE:
1. Create an illustration of a nutrition idea, topic, or practice. The illustration can be only a design, or include words or a phrase.
 2. Paste the illustration on to a piece of stiff paper or cardboard.
 3. Colour the illustration and mark the puzzle pieces clearly with a dark pen. These pieces can be very large and simple for younger students, or small and intricate for those who are older.
 4. Cut out the puzzle pieces carefully with scissors and mix them up. Try to put the pieces together again to make the picture whole.

NOTE: Encourage the students to make their own puzzles. They can exchange their puzzles with other students, or make very simple puzzles to take home for their younger brothers and sisters.



FOOD CROSSWORD PUZZLES

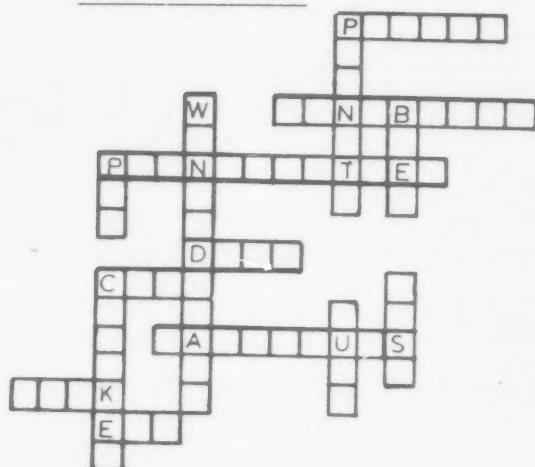
FOODS FOR PROTECTION



WORD LIST

aibika	tomato
mango	pineapple
pumpkin	ripe bananas
green leaves	pawpaw
passionfruit	cabbage
carrot	guava

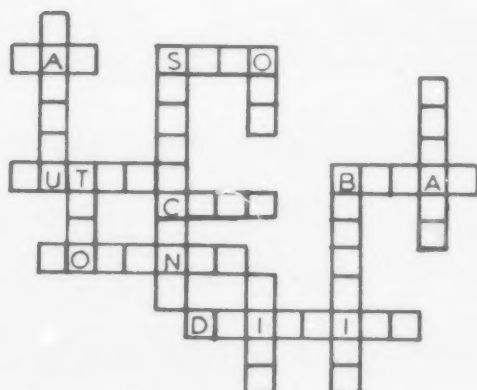
FOODS FOR GROWTH



WORD LIST

egg	prawns
milk	mung beans
sago grubs	peanuts
crab	winged beans
chicken	nuts
duck	fish
peanut butter	pig

FOODS FOR ENERGY



WORD LIST

corn	coconut
taro	oil
bread	sugarcane
kaukau	yam
biscuits	butter
rice	banana
dripping	sago

FOOD GROUP WORD SQUARES

INSTRUCTIONS:

Fill in the boxes with the names of the foods that help fight sickness and keep us healthy. Choose the answers from the list at the bottom of the page.

1.

P					W
---	--	--	--	--	---
2.

P			P			N	T		P	S
---	--	--	---	--	--	---	---	--	---	---
3.

S				S		
---	--	--	--	---	--	--
4.

S	W				B		N		N	
---	---	--	--	--	---	--	---	--	---	--
5.

S					T	P						O	T			
---	--	--	--	--	---	---	--	--	--	--	--	---	---	--	--	--
6.

P				K		N
---	--	--	--	---	--	---
7.

T					O
---	--	--	--	--	---
8.

T	A			T			
---	---	--	--	---	--	--	--
9.

P				E	A	P			
---	--	--	--	---	---	---	--	--	--

pawpaw

pineapple

pumpkin

taro tops

tomato

pumpkin tops

sweet banana

soursop

sweet potato tops



nutrient word scramble

TVANIIMC _____

This vitamin helps cuts to heal quickly. It also helps to build strong bones and teeth.

TEINROP _____

This nutrient is needed to build and repair body tissue.

CUMILCA _____

This nutrient is important for strong bones and teeth. Milk is the best source of it.

ETRWA _____

This nutrient is one you may forget about, but it is very important. It is found in beverages, soup, fruits and vegetables.

ERGYEN _____

Carbohydrates are important because they give us this.

SAFT _____

Oils, butter, margarine, fried foods and salad dressings all give us this nutrient. Be careful not to get too much!

NORI _____

We need this nutrient for healthy blood and the formation of enzymes.

MTIAVNIA _____

This vitamin helps you see.

BEST COPY AVAILABLE

name a nutrient



Fill in the blanks below to spell a common nutrient found in each of the foods listed in the group.

__OULTRY

D__YBEANS

H__TDOG

__URKEY

B__EF

F__SH

TU__A



GUA__A

TURN__PS

__ANGERINE

GR__PEFRUIT

TO__ATO

CAUL__FLOWER

ORA__GE

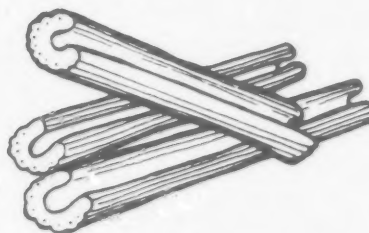
__ABBAGE

L__VER

COLLA__DS

M__LASSES

BEA__S



ENDI__E

APR__COTS

CARRO__S

K__LE

PU__PKIN

SP__NACH

PRU__ES

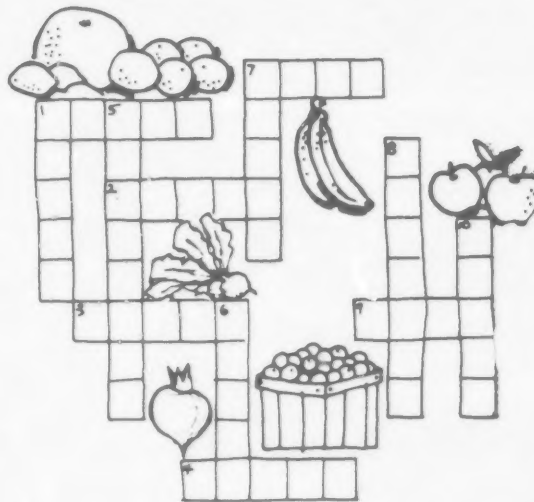
SQU__SH

BEST COPY AVAILABLE

7 good reasons for eating fresh fruits and vegetables

Fresh Fruits and Vegetables Are:

- 1** **GOOD TO EAT.** There is a taste and texture for everyone: sweet, tangy, tart, crisp, chewy, crunchy and smooth.
- 2** **GOOD FOR US.** Fruits and vegetables give us most of our Vitamins C and A. They also supply many other nutrients.
- 3** **GOOD FOR DIETERS.** Fresh produce is low in calories and almost entirely fat-free. It also has plenty of water and bulk to fill you up—not out.
- 4** **GOOD FOR FIBER.** Fiber in fruits and vegetables helps the body to digest foods.
- 5** **GOOD FOR TEETH.** Sugary treats and sticky foods help cause tooth decay. Many fresh fruits and vegetables are sweet, but easy on the teeth.
- 6** **GOOD AND EASY TO SERVE.** Fresh produce is great fast food. Many fresh fruits and vegetables can be eaten raw for quick and easy treats.
- 7** **GOOD WITH OTHER FOODS.** Fresh fruits and vegetables make other foods come alive. They offer color, good taste and nutrition with every bite.



Clues Across

1. There are at least _____ good reasons for eating fresh fruits and vegetables.
2. There is a texture and _____ for everyone.
3. Fresh produce is low in calories and fats. It is a good choice for people on weight-reducing _____.
4. A quick way to cook fresh produce is to _____ it.
7. Many fresh fruits and vegetables make great _____ food.
9. Fresh fruits and vegetables make other foods come alive with every _____.

Clues Down

1. Fresh fruits and vegetables are a good _____ idea.
5. Fresh produce has many _____ we need to stay healthy.
6. Fresh fruit is a good choice when you crave something _____.
7. Good digestion is helped by _____.
8. A state of being too fat is _____.
10. There are over 80 different kinds of _____ fruits and vegetables at many super-markets.

Fruit Basket Upset

Each of the scrambled words below is the name of a fruit. Unscramble them and circle your favorite fruits.

RHEYCR	AANBAN
ERAPGURFTI	PAELP
PEHAC	RPAE
RBEISRE	NMLOE
ULMP	GERNAO
PAIENPLEP	NUREP
ENARIGTEN	EATNCOLUAP

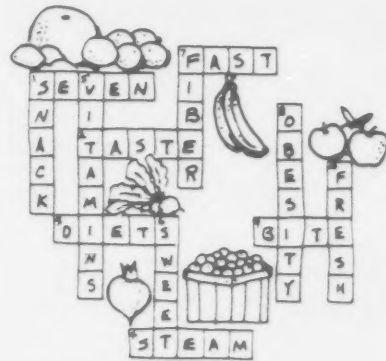
answers

- TVANIIMCVLTAMIN C This vitamin helps cuts to heal quickly. It also helps to build strong bones and teeth.
- TEINROP?ROTEIN This nutrient is needed to build and repair body tissue.
- CUMILCACA LCIUM This nutrient is important for strong bones and teeth. Milk is the best source of it.
- ETRWAWATER This nutrient is one you may forget about, but it is very important. It is found in beverages, soup, fruits and vegetables.
- ERGYENENERGY Carbohydrates are important because they give us this.
- SAFTFATS Oils, butter, margarine, fried foods and salad dressings all give us this nutrient. Be careful not to get too much!
- NORIIRON We need this nutrient for healthy blood and the formation of enzymes.
- MTIAVNIAVITAMIN A This vitamin helps you see.

answers

- | | |
|----------|-------------|
| P OULTRY | ENDIVE |
| DRYBEANS | APRICOTS |
| HOTDOG | CARROTS |
| TURKEY | KALE |
| BEEF | PUMPKIN |
| FISH | SPINACH |
| TUNA | PRUNES |
| | SQUASH |
| LIVER | |
| COLLARDS | GUAVA |
| MOLASSES | TURNIPS |
| BEANS | TANGERINE |
| | GRAPEFRUIT |
| | TOMATO |
| | CAULIFLOWER |
| | ORANGE |
| | CABBAGE |

answers



Fruit Basket Upset

- | | |
|------------|------------|
| CHERRY | BANANA |
| GRAPEFRUIT | APPLE |
| PEACH | PEAR |
| BERRIES | MELON |
| PLUM | ORANGE |
| PINEAPPLE | PRUNE |
| TANGERINE | CANTALOUPE |

Drama





DRAMA IN NUTRITION TEACHING-LEARNING



Role playing, puppet shows, skits and plays are all forms of drama which can be used to involve students in active nutrition teaching-learning. Through drama, students can participate in the discovery of new ideas and skills, as script writers, actors, observers and producers. Skits and plays depicting real-life situations, as well as those carrying important messages through make-believe can be effective learning tools.

Classroom drama need not be highly sophisticated. Simple props and costumes can be created from inexpensive materials by the students. Involving students in the writing of the script can help them to develop skills in planning, thinking, problem-solving, organizing and communicating. As they gain practice in representing dramatizations, the students may wish to perform their play or skit for other school children, or for their families and members of the community.



SKITS AND PLAYS



SOME IDEAS FOR PRESENTING SKITS OR PLAYS

- * MAKE SURE THAT EVERYONE IN THE AUDIENCE CAN SEE AND HEAR. Whether the stage is in the classroom, a hall or outside, be sure that everyone in the audience has a seat where he or she can see and hear what is going on in the skit or play. Actors should speak clearly and loudly so that the people who are farthest away can hear them. Be sure that actors are always facing the audience when they speak.
- * PROPS AND COSTUMES ADD A SENSE OF REALITY TO A PLAY OR SKIT. Simple objects such as chairs or tables, and "made-up" props such as cardboard animals, a window painted on a wall, e.c. make the scene more realistic. Many things, like walls and doors can be imagined as long as actors help the audience to pretend that these things are there. A few simple pieces of clothing, hats, and make-up make the characters in the play easier to distinguish and more interesting.
- * MOVEMENT, HUMOUR AND ACTION WILL HELP HOLD THE AUDIENCE'S ATTENTION. A skit or play should be entertaining, with lots of action, emotion and even songs, or dance. Although all plays and skits need not be funny, humour can be an effective tool to relax and interest the audience, especially with a somewhat serious topic. Sound effects or artificial noises can be made in various ways to draw the audience's attention.
- * INVOLVE THE AUDIENCE IN THE ACT. Students and others in the audience will become more interested if they have a chance to take part in the play. They can be invited to join in songs, or to actually come on stage as part of the crowd. At the end of a scene or of the play the actors can come into the audience and greet people and introduce themselves.



THE CHARM AND THE CLINIC

(An Open-ended Story-Play)

THE CHARACTERS:



ANTONIA (the mother)



LUISA (the grandmother)



JUAN (the father)



PEDRO (a friend of the family)

MIGUELITO (the baby)

COMMENTATOR



THE STORY:

COMMENTATOR: Antonia and Juan are very sad because Miguelito is sick with diarrhea, has a swollen belly and refuses to eat any food. At birth Miguelito was a beautiful, healthy and happy baby. Now he is thin and cries a lot. Let's find out what is happening to Miguelito.

(Antonia and Luisa are talking; Juan is standing quietly nearby)

ANTONIA: Tell me, grandmother, what little Miguelito has. Don't you remember when he was born, how healthy he was? Now look at him!

LUISA: Antonia, please don't worry. Surely he'll get better, with the charm he wears and the tea you give him. It has helped children get over this sickness.

ANTONIA: But grandmother, he still has diarrhea and won't eat anything! I'm worried!

LUISA: He'll get better, you'll see!

JUAN: (Moving closer) Grandma, you say that Miguelito will get better, but when? It is already 6 months that he is this way.

ANTONIA: (with a worried expression) And to think that I am going to have another baby. How am I going to care for 3 children?

COMMENTATOR: Pedro, a friend of the family, arrives at the house and hears their worries. (Pedro enters and stands near the others)

PEDRO: Antonia, dear, why this sadness? Why such a worried expression?

ANTONIA: Dear friend, haven't you noticed that Miguelito is sick? Look at his thin arms and his swollen belly. I just don't know what to do!

PEDRO: Don't worry, other children have been sicker and have gotten well.

ANTONIA: And how?

PEDRO: In the Health Clinic there is a nurse who can cure Miguelito and tell you how to cure and prevent this sickness.

LUISA: But Pedro, those treatments are not better than the charm he wears and the tea he drinks.

ANTONIA: He hasn't gotten better, Grandma, so maybe I should take him to the clinic.

COMMENTATOR: (to the audience) What would YOU do?

ROLE-PLAYING

ROLE PLAYING provides an active, realistic way of practicing skills and developing new behaviours. A ROLE PLAY is an activity where people act out real life situations. Some may pretend to be persons with certain problems. Others may play the roles of family members, neighbors, health workers, etc., involved in problem-solving situations which may be found in real life.

No script is needed for a role play. No one needs to memorize a part. Each person pretends that he or she is someone else and tries to act and say things that this person would or should. Few materials are needed since students can pretend that many objects and props exist. They can pretend to knock on a door, to drink or eat, to wash or dress, without using any real objects. They should be encouraged to use their imaginations to create a setting for the role play.

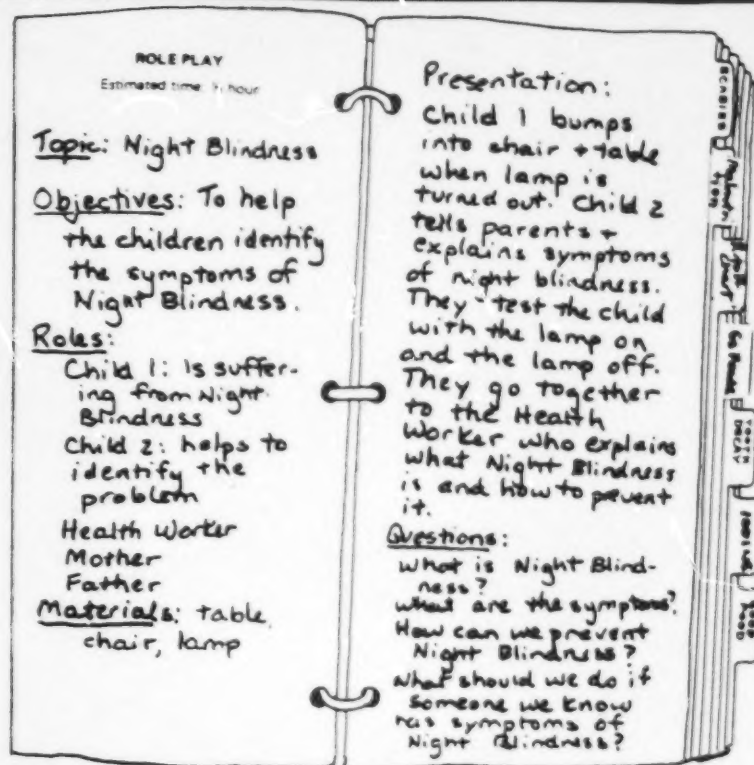
To make the role play more interesting, however, the students may wish to make or use some simple objects. For example, for role plays that involve small children, it may be possible for small children or infants to join the class. If this is not feasible, dolls or puppets made from straw, cloth or cardboard can be used to play the roles of the children. A model of an infant or small child may also come in handy for other learning activities since much of nutrition teaching-learning focuses on babies and children.



ROLE PLAYING CAN BE USED TO DEVELOP:

- PRACTICAL SKILLS
 - practice in trying out new techniques and ways of doing things
 - practice in helping others
 - practice in solving problems step-by-step
- SOCIAL SKILLS
 - experience in learning about others
 - experience in relating to people with different needs
 - experience in learning how to talk to others about problems
- TEACHING SKILLS
 - practice in teaching others (child-to-child; child-to-family; teaching neighbors and other community members)
 - practice in communicating new skills and ideas to others
- SOCIAL AWARENESS
 - opportunities to look at habits, customs, attitudes and traditions and how they influence nutrition and health practices.
 - opportunities to identify factors which affect nutrition and health
 - opportunities to recognize and understand these better in order to acquire new and better practices for improving nutrition and health.





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HOW TO PREPARE A ROLE PLAYING COLLECTION

EACH TIME A ROLE PLAY IS MADE MAKE A NOTE OF:

- the topic or subject of the role play
- the learning objectives of the role play
- the different roles needed
- any materials, visual teaching aids or preparations needed
- how the role play was presented
- how long the role play lasted
- questions concerning the role play, which can be used for group discussions, follow-up to the role play, or for review
- comments and suggestions for improving the role play

NOTE THIS INFORMATION ON FILING CARDS OR IN A NOTEBOOK WITH INDEX TABS FOR EASY REFERENCE.



PUPPET SHOWS

PUPPET SHOWS are an effective communication technique practiced in many cultures. Making puppets, writing the script and rehearsing and performing the show provide opportunities for learning and practicing new skills both in the classroom and out in the community. Through puppet shows, performers as well as members of the audience are able to learn about important nutrition and health messages.

People like to entertain and to be entertained. Puppet shows can be a good way to provide amusement and at the same time impart new knowledge and ideas. Sometimes it is difficult to hold children's attention or to get them to express their own thoughts and ideas. During puppet shows, children are often intrigued and excited by the performance, and find it easier to express themselves to a puppet than they would to another person.

For a puppet show to be an effective teaching aid, it must present the important nutrition message or messages clearly and simply for the audience to understand and remember. An uncomplicated script, which communicates no more than a few major points is preferable for most puppet shows. Even very simple shows can keep an audience interested if the puppets and their actions are lively and funny.

One way puppets can transmit a message is to have them act out a dramatic story based on a selected topic, with exaggeration of the action of the characters. Different characters should be clearly introduced so that the audience can easily follow the story. The "good" characters should be very good, and the "bad" one should be very, very, bad. Their voices must be distinct enough so that the audience can easily recognize the different characters when they speak.





PUPPETS



PUPPETS come in many forms and can adapt well to a variety of classroom teaching and learning situations, as well as to activities outside of school. They can be made from just about any material at hand--paper bags, cardboard, paper maché, vegetables and fruits, cloth, socks, leaves, grass, and even fingers. Feathers, string, yarn, buttons, shells and other bits and pieces can be used to decorate the puppets. Faces can be drawn or painted, sewn or pasted on.



POINTS TO REMEMBER IN PREPARING A PUPPET SHOW

- Have the students decide which message to present and how to present it. They can make up the script themselves or use one you have prepared.
- Together with the students, decide who the audience will be, what type of puppets to make, where to meet and practice, and where to hold the show.
- When presenting the show be sure that the students:
 - always keep the puppet facing the audience
 - are well hidden behind a cloth, screen or box
 - move and nod the puppet when it speaks
 - speak loudly and clearly so that everyone in the audience can hear and understand the dialogue



LOLLIPUPPETS

INSTRUCTIONS:

1. Prepare drawings of figures. Colour them with paints or pens. Each figure should have two faces, one for each side of the lollipopuppet. The expressions on each side should be very different.
2. Paste the illustrations onto a piece of thick poster paper or cardboard.
3. Cut out the figures. Paste the two sides of each face together, inserting a wooden stick between the two pieces of thick paper.



SOME LOLLIPUPPET PATTERNS



teaching aids: INDIA





LOLLIPUPPET PLAYS

TIME: 1 hour

OBJECTIVES: - To stimulate discussions on nutrition and health issues and problems; to introduce ideas and information; to encourage student participation through the preparation and presentation of a humorous puppet show.

MATERIALS YOU WILL NEED: - Stiff paper or cardboard, large enough to make puppets approximately 20 cm in height
- Flat sticks, 5 cm x 35 cm
- Pencils, pens, paints, etc.
- Scissors
- Glue or paste
- Puppet show stage, or curtain

PREPARATION:

1. Prepare a script for the play, using a story you already have or one which you and the students have made up. Keep in mind the following points:
 - * The story should involve conversation between the characters, and should be humorous and entertaining.
 - * Each message, idea or point of view should be introduced and developed in a logical order.
 - * Have a commentator introduce the characters and make comments on the points brought out in the play.
 - * Keep the story simple, and suitable for the level of the audience.
2. Prepare lollipuppets of the different characters. (See LOLLIPUPPETS, p.).

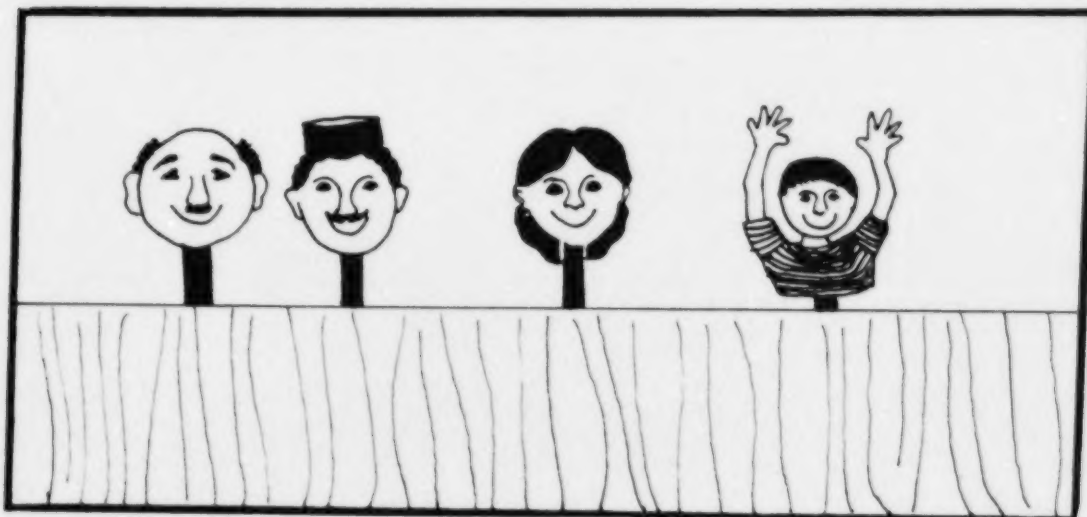
PROCEDURE:

1. Set up the stage for presenting the lollipuppet play.
2. Have the puppeteers who are handling the puppets practice the play until they are comfortable with their parts.
3. Present the play to the audience. This may be the rest of the class, other school children, or even family and community members.
4. Finish the play with the commentator asking questions to the audience, such as "What do YOU think?", "Who do YOU think is right?", "What would YOU do?"

NOTE: This is just one means of using lollipuppets. A lollipuppet play can be created to give many different nutrition messages. In the Dominican Republic, for example, lollipuppets of different vegetables were used in a "Nutritional Value Contest". Each vegetable was introduced by the commentator, who made humorous comments about each one. Members of the audience chose the "winners" and explained why they made these choices.

"Si Banyak Wants Eggs"

COMMENTATOR: Ladies and Gentlemen, let's take a moment to listen to the story of "Si Banyak Wants Eggs." Introducing...Bapak! (Bapak appears, nods, goes offstage)...Ma! (Ma appears, nods, goes offstage)...and Si Banyak! (Manyak appears, waves, goes offstage). Exit Commentator.



MA: Banyak, Banyak! Listen, the hen is cackling again. Maybe she's laid another egg. Go get the egg and put it in the basket with the others.

MANYAK: Yeah, Ma. Can I have one, Ma? I want it boiled.

MA: No you can't! You leave those eggs where they are. As soon as we have enough, I'm going to sell them in the market.

MANYAK: Can't I have one? Just one, Ma! Teacher says that children have to eat eggs so they're healthy and smart.

MA: Hard-headed kid! (Voice raising) Take them all! Boil them all! So you get healthy! And smart! Stupid...!

MANYAK: (Starting to cry) Ohh, just one, Ma...

MA: (Growling) Shut up! Go away!

COMMENTATOR: Wants to eat eggs...He should be so lucky. His own father never even eats eggs! Ha! Ha! Ha!

MA: I'm gathering them so I can sell them.

BAPAK: Ahh, give him one, o.k....it's better than having him cry...

MA: (Getting angry) Just give him one? I've only got 12. Besides, he just had some rice.

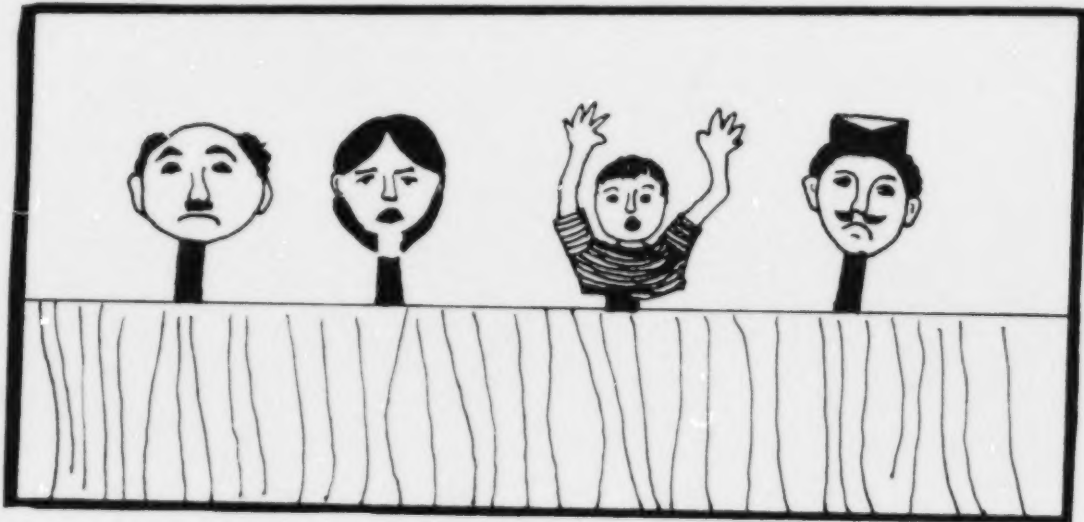
COMMENTATOR: Well, does he need an egg if he's already had rice?

BAPAK: Alaaa, Ma, give him one. If he wants one, why not let him? Why wait until he's sick before he gets all different kinds of food?

MA: If kids eat eggs, they smell like fish.

BAPAK: Nonsense! Everyone can sell their eggs in town because lots of people eat them.

COMMENTATOR: That means that everybody in town stinks like fish! Ha ha, ha ha! That's wild!



MA: What's the difference between eating eggs and eating rice anyway?

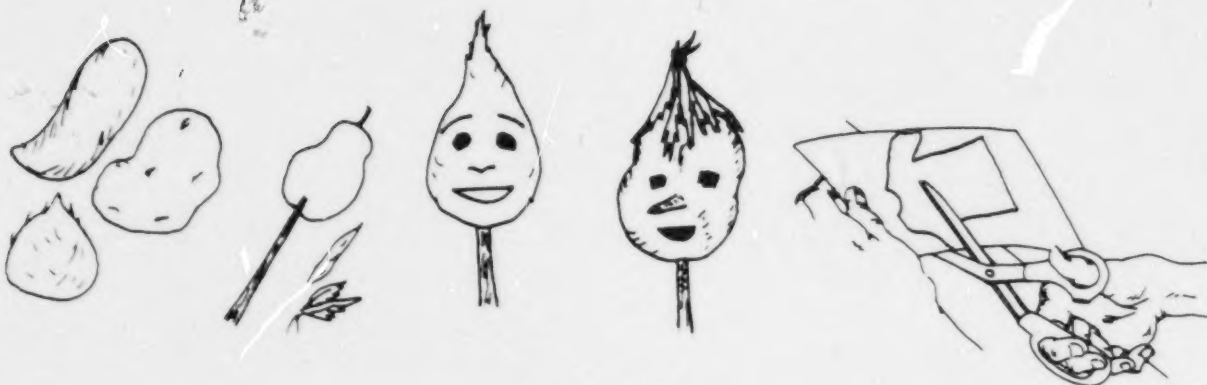
BAPAK: I don't know. But people say that eggs help us grow and have healthy bodies, that's all I know.

MANYAK: (Running past with an egg) Yeah, that's right bapak. Teacher says so too.

MA: Oh, no! My egg! Bring it back, kid! We're gonna sell it, o.k.? So that we'll have money to pay the doctor's bills when we get sick...

COMMENTATOR: Ah, Ladies and Gentlemen...Let's think. Who do YOU think is right? Ha, ha, ha....Goodbye!

VEGETABLE AND FRUIT PUPPETS



INSTRUCTIONS:

1. Use a variety of fruits or vegetables. Roots or squash can serve as the base.
2. Insert a sturdy stick into the base. Attach other fruits or vegetables to form arms, legs, decorations, facial features, etc.
3. Make a simple costume for the puppet using scraps of cloth.
4. Attach the cloth to the head and insert hand to make the puppet move.



A PLAY ABOUT SANITATION

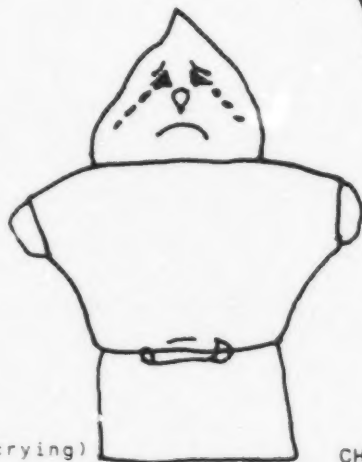
(With Vegetable Puppets)

THE CAST: MAMA (A potato)

PAPA (A carrot)

CHILD (A beet)

NURSE (A yucca)



MAMA

THE PLAY:

(Mama is attending the child, who is crying)

CHILD

MAMA: Oh, what's the matter my boy? Why are you crying so?

CHILD: Oh! Oh! Oh!

MAMA: Tell me what's the matter? Are you sick?

CHILD: Oh, my stomach. Oh, I have stomach ache!

MAMA: Poor boy, what did you eat? The stew was good, what could it be?

CHILD: Oh! Oh! Oh! I have to....(he whispers and exits)

MAMA: Oh, my! What does my poor boy have? He is very sick!

(Papa enters)

MAMA: How are you? How was work today?

PAPA: Oh, fair. I am very sick. I don't know what's the matter, but I don't have any energy these days. I feel very weak. Do you have coffee?

MAMA: Yes, here it is. Our son doesn't feel well either. He has cried and cried all afternoon. He has a stomach-ache and diarrhea and now he has begun to vomit. He is very sick and now you're sick too. Two patients in the house!

(Child enters)

MAMA: Poor kid. Do you feel better?

CHILD: No, I feel horrible!

PAPA: Come here, son. What do you have?

CHILD: I feel really sick. Oh, excuse me...(he exits quickly)

PAPA: He is really ill. We are in bad shape. I also hurt myself coming home today.

I don't know what I stepped on but look at my foot...the blood. It really hurts...it's swollen. Please bring me a cloth to bind it, Mama.

(Child enters)

PAPA: See, don't worry, son. We'll get you something for the pain. Did you eat something strange?

CHILD: No, nothing. The same as usual, Papa. Oh, oh, oh!

PAPA: Poor boy, go to bed.

(Child exits and Mama enters)

MAMA: Here is the cloth. How is the boy? Oh, look at your foot! (hands Papa the cloth)

PAPA: Thank you, Mama. He went to lie down. What can we do for the poor kid? What is there to give him?

(Child enters)

CHILD: Oh, oh! It's worse! (He doubles over and exits again)

MAMA: He is really sick...never has he been worse than this! I'm afraid to give him something without knowing what he has.

PAPA: You're right, Mama.

MAMA: He is very ill. I think you should go and find the nurse, quickly. Please go.

PAPA: Yes, I'm worried to see him like this. I'll go right now. Until later.

(Papa exits)

MAMA: Oh, my! I hate to see the boy suffer like that. I hope someone comes quickly!

(Papa and a Nurse enter)

MAMA: Oh I'm so glad you came so quickly. The boy is very sick. I don't know what to do for him...all day he has been crying and he has a stomach-ache, diarrhea, and vomits many times. Oh, please look at him and see what he has. Come with me into the bedroom.

(Nurse and Mama exit and return)

NURSE: I examined the child and he is very sick! Here is some medicine for him.

PAPA: Oh, my poor boy! Thank you so much. But, what does he have?

NURSE: It's a very common sickness.

MAMA: Yes, what is it?

NURSE: It's a little animal which causes sicknesses like the one the boy has.

PAPA: Do you mean there are little animals living in the stomach of our child?

NURSE: Yes.

MAMA: But how did they get there?

NURSE: Your son has been drinking water that isn't clean. Even though we can't see the little animals in the water, they live in water that is not clean. When someone drinks unclean water the little animals enter his body and can make him very sick.

PAPA: You mean the dirty water contains little animals that we cannot see? What a horrible thing! And we have been drinking that water? What can we do to make sure the water is clean?

NURSE: You can boil it, for between 5 and 10 minutes. That way you will kill the animals which cause sickness.

MAMA: You mean it's that simple?

NURSE: Yes, Mama. And another thing, I notice that you don't have a latrine.

PAPA: Yes, we thought of installing a latrine but never got around to it.

NURSE: Do you know the importance of a latrine?

MAMA: Well, it keeps the place a lot cleaner, and it makes less smell around the place.

NURSE: Yes, that's true. But also a latrine can keep sickness away from you and your family. If human excrement is left lying around your garden, then your water can get contaminated with many sicknesses. If the excrement is put deep into the ground the sicknesses cannot reach your feet, your garden or your water.

PAPA: I will start a latrine for our family right away, far from our garden, our house and our water.

NURSE: Your family has been sick very often. If I remember well, I've been here many times to treat a sick member of this family. Do you know another reason why you may be sick so often? Look here on the table where you have placed the bread, the sugar and other things to eat. There are many flies crawling on the food. What could you do to keep the flies away?

MAMA: We could cover the food with a fly cover.

NURSE: Yes, that's a good idea. Then the flies can't crawl on the food and leave the germs they carry on their legs. And, by the way, where do you throw your garbage?

PAPA: Uh, we throw the garbage outside, but very far from the house.

NURSE: It may still be close enough to attract flies. Then the flies grow and bring, like I mentioned, germs on their legs and walk on the food.

MAMA: But what can we do?

NURSE: You can always throw the garbage in a hole and cover it completely with earth, or carefully burn it.

MAMA: Nurse, while you are here, my husband is also sick. Look how pale he is, and today he came home with a cut on his foot.

PAPA: Me, no, it's nothing, Mama. I always go to work and come home at night. True, I have a few pains in my stomach but that's nothing.

MAMA: What do you mean, "it's nothing". You came in today from the field complaining that you felt weak...and grumbling that you didn't have any energy. Plus, you've hurt your foot.

NURSE: I can see what may be the problem. Mr. Hortaliza, look at your bare feet (she points to his feet). With these pains in your stomach and this fatigue, you are a victim of the thieves of good health. These robbers are probably worms. They are living inside of your body sucking your blood, sapping your strength, and making you very weak. Do you know how these worms got inside your body?

PAPA: You mean, through my feet?

NURSE: Yes, especially if there is excrement or garbage lying around. And if you have cuts or sores on your feet it makes it even easier for them to enter your blood. It's always best to wear something on your feet since you don't know what you may walk on.

MAMA: Tell us Nurse, what else can we do to keep our family healthy?

NURSE: Another important thing to do is to remember to wash your hands often, especially after going to the toilet and working in the fields, and before eating or touching food.

PAPA: I understand...we wash away the germs on our hands before they have a chance to enter our bodies through our mouths and the food we eat. That makes sense. I have to admit I've been lazy about this. I'll remember to wash my hands more often.

NURSE: And don't forget about the importance of a daily bath. Taking a bath removes the germs from our skin and lets it breathe. It also gives you a good appearance.

MAMA: You have reminded us of many health habits that we already knew but we have forgotten. Thank you, Nurse.

NURSE: Oh, and while we are speaking of good health, don't forget to take your son

to the Health Clinic for his immunisation. That's another way to avoid sickness not only for your family but for others in the community.

PAPA: Now, with so many good ideas, I am inspired to write a poem about ways to be healthy. Now, let's see.....hmmmmmmmm.....Do you want to hear it?

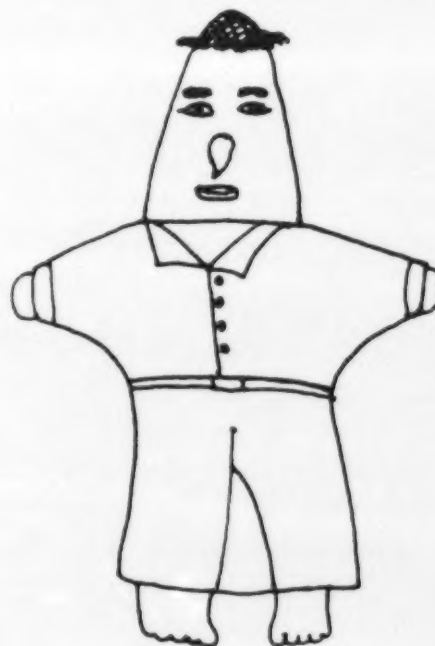
MAMA, NURSE: Yes, yes...Let's hear your poem about good health!

PAPA: Here it is.....

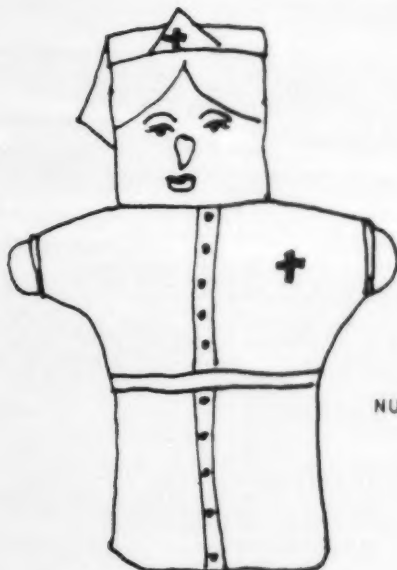
"BUILD YOUR LATRINE
DRINK BOILED WATER
ALWAYS WALK WITH SHOES ON TO
INSURE YOUR GOOD HEALTH!

ALWAYS WASH YOUR HANDS,
AND COVER YOUR FOOD,
GET YOUR IMMUNISATIONS
AND YOU WILL HAVE A HEALTHY LIFE!"

THE END



PAPA

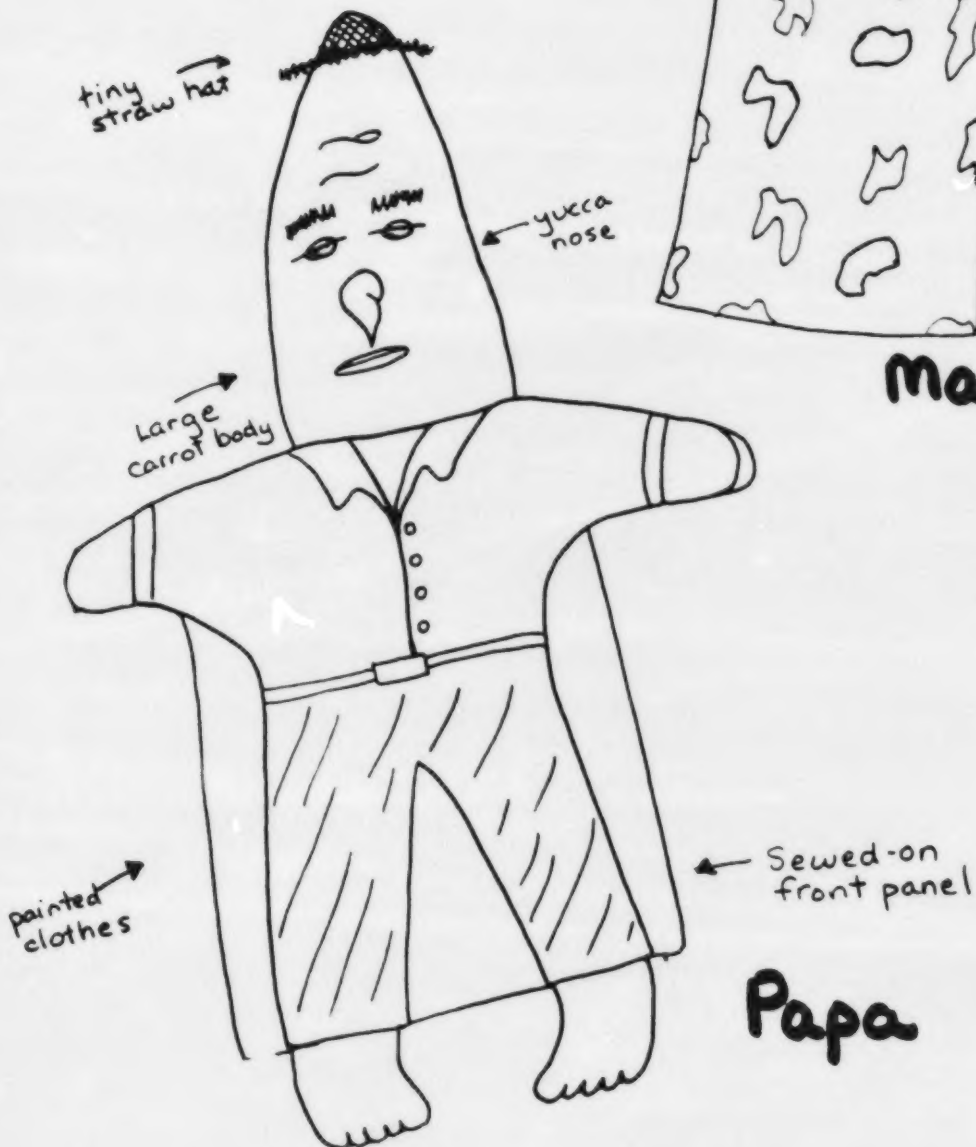


NURSE

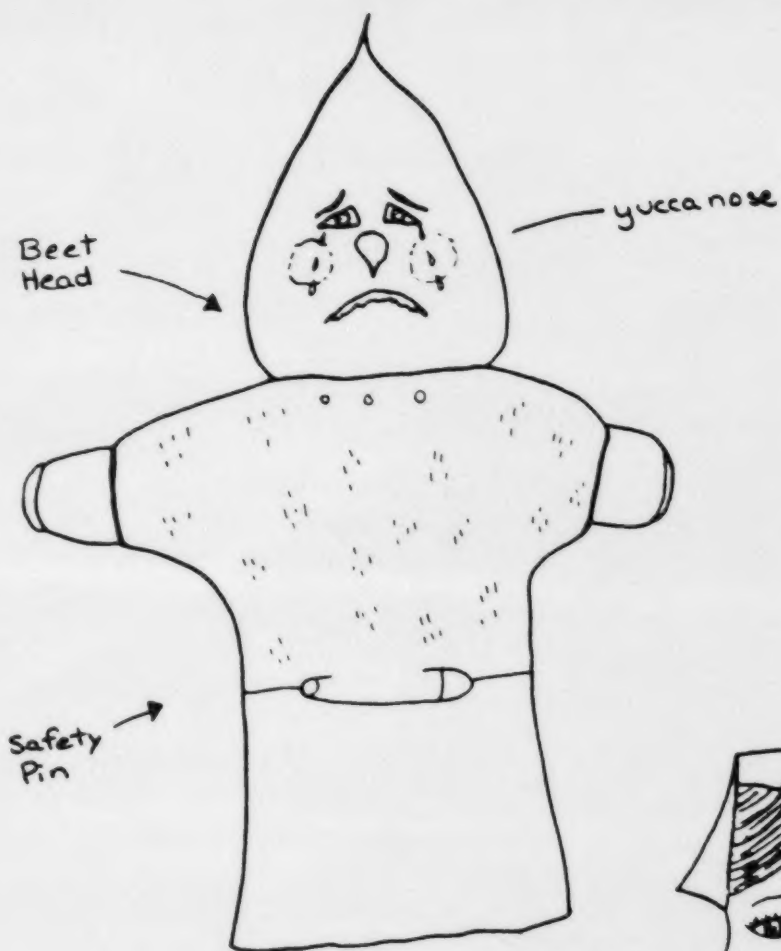
VEGETABLE PUPPET SAMPLES



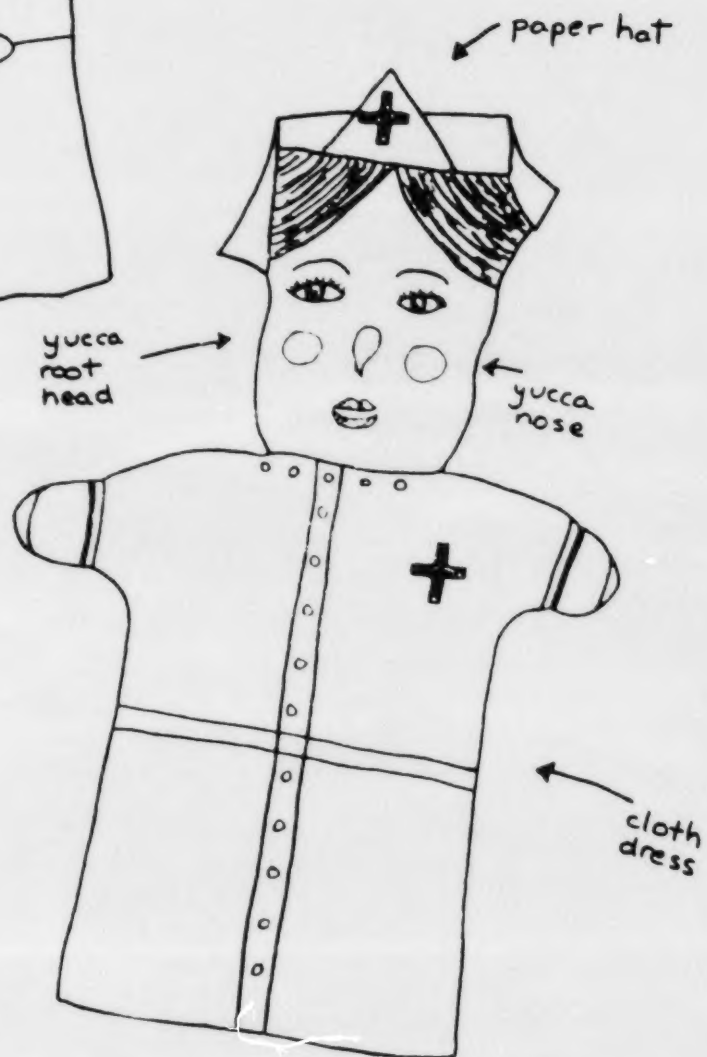
Mama



Papa

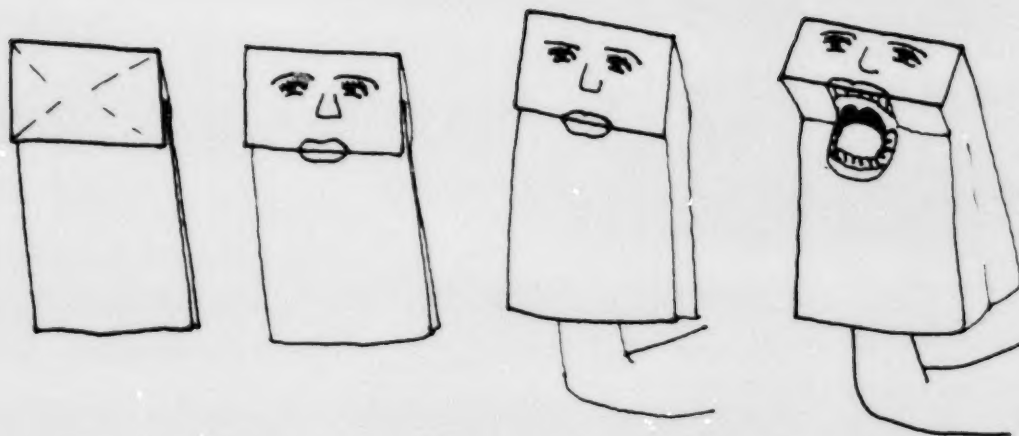


Child



Nurse

PUPPETS THAT OPEN THEIR MOUTHS



INSTRUCTIONS:

1. Use a paper bag with the bottom folded over.
2. Draw and paint a face on the folded bottom of the bag.
3. Lift up the folded bottom and and draw and paint a mouth.
4. Insert hand and open and close the fingers to make the puppet eat or speak.

HOW TO TAKE CARE OF YOUR TEETH

(A Paper Bag Puppet Play)

CAST: SWEET TOOTH
PEARL
WHITEY
CANDY
LOLLY



SWEET TOOTH: (standing alone, eating candy) Crunch, crunch, crunch!
Ahh, I like candy so much! I could spend all day eating
sweets! Boy, that makes me thirsty. I think I'll wash down
the sweets with a sweet fizzy drink. Gulp, gulp, gulp!

PEARL: Hello, Sweet Tooth!

SWEET TOOTH: Hello, Pearl. My you have such pretty teeth! How do you
do it?

PEARL: I brush my teeth everyday. And I don't eat a lot of sweets like
you do. Let's see your teeth, Sweet Tooth.

(Sweet Tooth opens his mouth very wide. All his teeth are rotten.)

SWEET TOOTH: Do you think my teeth are like this because I eat so many
Sweets?

(Whitey, Candy, and Lolly appear)

WHITEY: Yes, and because you drink a lot of sweet, fizzy drinks.

PEARL: And because you don't brush your teeth!

CANDY: But some of us can't afford toothbrushes and tooth paste,
like Lolly and me.

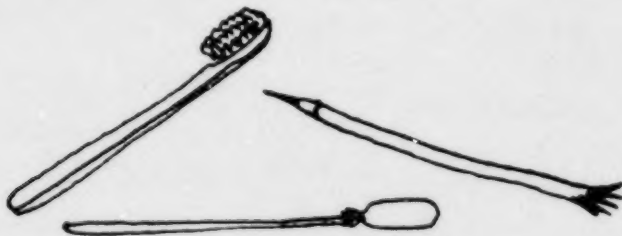
(Candy and Lolly open their mouths wide to show their rotten teeth)

WHITEY: But you don't need a toothbrush or toothpaste to keep your teeth clean. Just look at mine!

(Whitey opens his mouth and shows his sparkling white teeth.)

WHITEY: In our family, we clean our teeth like this, with a piece of rough cloth wrapped around a stick. Instead of toothpaste we dip the stick in a mixture of salt and baking soda. It works great!

(Whitey rubs his teeth with a stick wrapped in cloth)



LOLLY: Maybe you're right. My grandfather still has perfect teeth and he has never had a toothbrush. He cleans his teeth with a powder made of burnt tortilla, on his finger! He also doesn't eat sweet things.

PEARL: In our family, we don't have toothbrushes either. Instead we use a stick like this. (She shows it to the others). We chew one end, like this to make a brush and sharpen the the other end like this to clean between the teeth. (She reaches up and cleans her teeth)

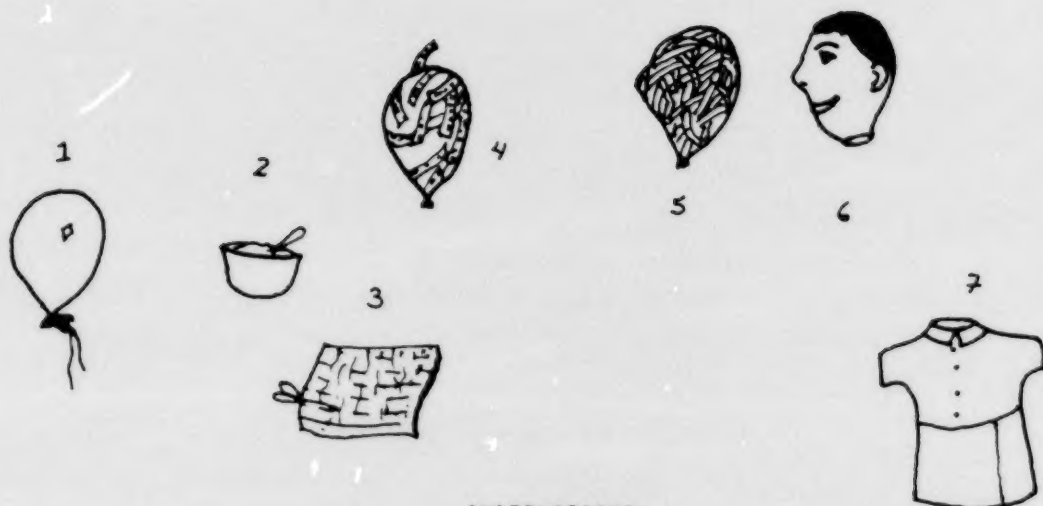


ALL: Hurray! Now we know how to clean our teeth without spending money on toothbrushes and toothpaste!

LOLLY: And don't forget what my grandfather says, If you want to keep your teeth strong and healthy like his, don't eat a lot of sweet things or drink sweet, fizzy drinks!

ALL: Learning together we learn a lot,
Candy is dandy, but rot is not!
We found a way to fight tooth decay.
We all help each other stay healthy, Hurray!

PAPER MACHE PUPPETS



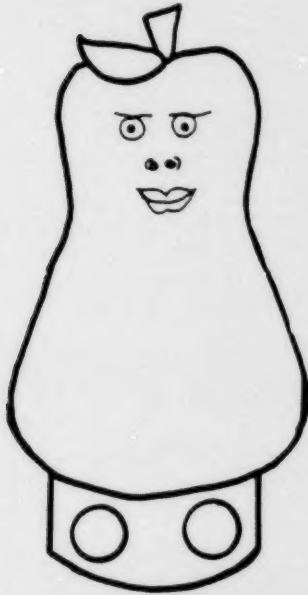
INSTRUCTIONS:

1. Blow up a balloon and tie it.
2. Make a paste of flour and water.
3. Cut strips of newsprint or other paper.
4. Spread paste on the balloon, then strips of paper, more paste, then more paper and so on until there are many layers.
5. Allow the paste to dry thoroughly.
6. Pop the balloon inside and then paint the face on the paper and paste form.
7. Make a simple costume for the puppet using scraps of cloth.
8. Attach to the head and insert hand to make the puppet move.



OTHER KINDS OF PUPPETS...

Puppets can be made from many things, in many ways...



- 1) Draw the desired character or cut picture out of a magazine and glue on card.
- 2) Cut out the puppet.
- 3) Cut holes in the bottom section to fit fingers.
- 4) Fold the bottom finger section backwards.
- 5) Fingers are the legs.



Finger walking puppet



PUPPET ICICLE STICK

MATERIALS

Icicle stick or use tongue depressors
Construction (coloured) paper or cardboard.
White glue
Scissors
Markers or crayons



- 1) Cut drawings or pictures out
- 2) Glue on sticks.

Demonstrations



Manuel pour les Hygienistes-Secouristes, Ministère de la Santé Publique et des
Affaires Sociales, 1982: MALI, Education Development Center, International

DEMONSTRATIONS

A DEMONSTRATION is a way to show students how to do something step-by-step so that they can learn new skills and how to do something themselves. Each step of a demonstration is accompanied by an explanation of what is being done, how and why. In this way, students have an opportunity to see how to do something before they actually try it themselves.

Sometimes a demonstration can point out a better way or method of doing something by comparing a currently used method with a new or improved one. When both methods are compared during a demonstration, students can see the difference between the two and better understand the need for change.



A DEMONSTRATION SHOULD ALWAYS:

- be well-planned and well-practiced
- present a topic or method which meets the needs of the students, yet at the same time is simple enough to be clearly understood
- be based on a practice or method which is correct and effective
- be given using locally available materials and equipment
- involve the students in its preparation and presentation. Telling the students in advance about the demonstration gives them a chance to be prepared enough to participate. They can also help by bringing needed materials from home.
- be done in a clear and simple with with easy-to-follow instructions so that students can repeat the method they are being shown.
- introduce a new method which shows improvement over the currently used method and encourage the students to try the new method themselves.
- allow time for questions and answers following the actual demonstration



SIX STEPS OF A DEMONSTRATION

STEP 1: PREPARATION - Practice the demonstration before you do it in front of the class. Give the entire demonstration just as you would do it in front of the class. It is helpful to do this in front of another person. This will help you to make sure that your demonstration will be clear and easy to follow. It will also assure that your demonstration will be smooth and accurate. Just before the demonstration, arrange all your equipment

and materials. Make sure that everything you need is there, and that it all works properly. Make sure the children will be comfortable and that all of them will be able to see you clearly.

STEP 2: INTRODUCTION - Tell the children what you are going to demonstrate. Explain the need for the demonstration and why you are showing it to them. If you are showing the students a new method of doing something, be sure to talk a little about the currently used method, and explain how the new method is an improvement over it. Talk briefly, clearly, making certain that you emphasize important points.

STEP 3: DEMONSTRATION - Be enthusiastic and friendly. Follow a step-by-step outline so that you do not leave out any important points or steps. Make the demonstration as simple as possible so that everyone will be able to try it. Make sure that everyone understands you. Speak loudly and clearly.

STEP 4: QUESTIONS - Ask the students if they have any questions either during or at the end of the demonstration. Ask questions about what you have shown them. Ask for volunteers from the class to explain what you have demonstrated. Include the students as often as possible in the demonstration. If a step is not understood, repeat it.

STEP 5: REVIEW - Go over the important steps and key points once more. Tell the students where they can get the materials they need to do what you have shown them.

* STEP 6: EVALUATION - Evaluate your demonstration. Did the children learn how to do what was demonstrated? How can you discover if the children are practicing what you have shown them on their own? How could your demonstration be improved? What will you do differently in your next demonstration? What did YOU learn from this experience?



A DEMONSTRATION ON MAKING SURE THAT WATER IS SAFE TO USE

TIME: 1 hour

- OBJECTIVES:
- To demonstrate a simple method for making sure that water is safe to use.
 - To discuss the importance of using safe water in the home.

MATERIALS YOU WILL NEED:

- Clean cloth and clean vessel for straining water
 - Container for water before boiling
 - Pot for boiling water
 - Clean covered vessel for storing boiled water
 - Wood or other fuel for fire
 - Soap and towel for washing hands
 - Chalkboard
1. Make a point to tell students in advance about the demonstration. Talk with local health workers and other community members to learn all you can about:
 - Where people in the community get water for drinking
 - What kinds of sicknesses in the community may be a result of unsafe water
 - What methods are used to make water safe
 - What safe water should be used for
 2. Get all the materials for the demonstration together.
 3. Practice the demonstration.
 4. Check the classroom to make sure there are no problems in carrying out the demonstration. If so, find another suitable location.
 5. Arrange the demonstration equipment.

PROCEDURE:

1. Explain to the students WHAT you are going to demonstrate, and WHERE your information comes from.
2. Ask the students about the importance of using safe water. Get them to talk about
 - What is meant by safe water
 - Where people in the community get water for household use
 - What sicknesses may come from using unsafe water, especially for infants and young children
3. Discuss the need to use safe water for:
 - Drinking
 - Washing fruits and vegetables, cooking, etc.
 - Bathing (especially infants and young children)
 - Washing dishes, clothes, etc.
4. Wash your hands with soap and water, and dry them with a clean cloth.
 - Explain that this is always necessary before working with drinking water.

5. The Demonstration

IMPORTANT STEPS

- a) Strain the water
- b) Boil the water
- c) Cool the water
- d) Prepare the container to store water in.
- e) Pour water slowly into container.
- f) Cover and store water.

POINTS TO EMPHASIZE

Into clean utensil. Use a clean cloth. Straining will not make water safer but will remove dirt and make it look cleaner. May need to strain several times.

Boil it for 10 minutes to make it safe. While the water is boiling you can review the importance of safe water and the reasons for boiling water. Wait until the water starts to boil before you begin to count the time.

Let the water cool in the pot used for boiling or other clean containers. Cover it with a clean cloth.

Wash it in hot soapy water. Rinse it with safe water.

Pouring water from one container to another adds air and makes boiled water taste better.

6. Summarize the demonstration.

- Repeat certain steps if necessary. Review the important points once more, using the chalk board.
- Ask questions to make sure the procedure has been understood.
- Ask the students if they have any questions about the procedure.
- Find out how many will begin to boil water, and discuss reasons why or why not.





A DEMONSTRATION ON PREPARING WEANING FOODS

TIME: 2 hours

- OBJECTIVES:
- To demonstrate a simple method of preparing weaning foods
 - To provide students with a picture recipe of weaning foods prepared during the demonstration to help them understand and remember how to prepare them.

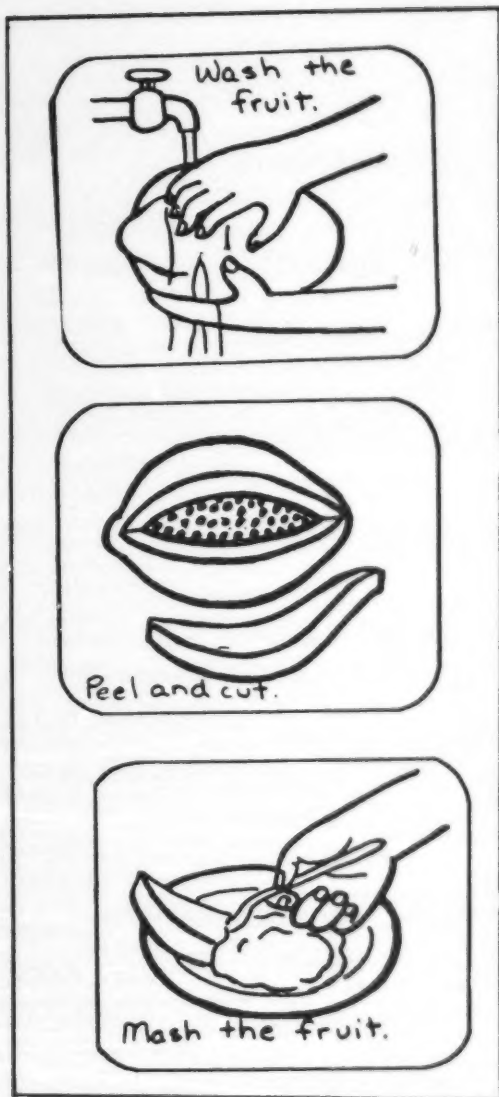
MATERIALS YOU WILL NEED:

- Paper
- Felt Pens
- Stencil of design for recipe card
- Fruit or vegetables
- Water for washing food
- Soap and clean towel for washing hands
- Knife or peeler
- Fork or spoon for mashing
- Clean serving bowl
- Clean spoons for tasting

- PREPARATION:
- Tell the students in advance about the demonstration.
 - Select the recipe you wish to use for the demonstration.
 - Have ready a fruit or vegetable for preparing the weaning food, and the equipment you will need.
 - Prepare the recipe cards. (This can also serve as a student activity following the demonstration. Be sure you have enough paper and pens for the entire class.)

PROCEDURE: (For Papaya Purée)

1. Explain to the students what weaning food is, which type you will prepare, and what utensils are needed.
2. Wash the fruit under clean water and ask the students why this is necessary.
3. Carefully wash your hands with soap and water, and dry them with a clean towel. Remind the students that it is important to wash the hands often, especially after going to the toilet, and before touching food.
4. Peel the fruit and cut it into small pieces. (If necessary, cook it in a small amount of water just until soft.) Explain why this is important.
5. Mash the food with a fork or spoon and ask the students why this is done. Put the food into a clean dish and let the students taste the food themselves with clean spoons.



NOTE: Picture recipes and cooking demonstrations can be used to explain how to prepare many different foods and dishes.

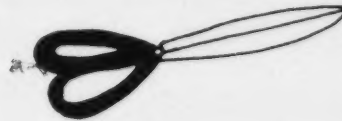
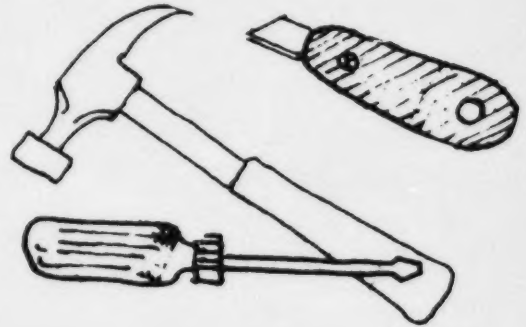
Tools for Teaching Aids



TOOLS FOR MAKING TEACHING AIDS

HERE IS A LIST OF BASIC TOOLS FOR MAKING CLASSROOM TEACHING AIDS:

- * A hammer, nails, or strong pins
- * A pair of plyers
- * A screwdriver and screws
- * A sharp penknife
- * A measuring tape or stick
- * A small saw
- * A piece of strong string or rope
- * A marking crayon or piece of chalk
- * Coloured pens, paints or crayons
- * A roll of sticky tape (cellotape)
- * A jar of paste or glue
- * Scissors



HOW TO MAKE A MEASURING STICK

1. Cut a thick piece of cardboard one meter (or one yard) long and 5 cm (or 2 inches) wide.
2. Mark out mm or inches on one edge. If both measurements are used, make one side metric and one side inches.
3. Seal the edges with cellotape.



HOW TO MAKE A STRONG STRING:

1. Take several lengths of ordinary string.
2. Braid or twist together carefully.



HOW TO MAKE A STAMP FOR PRINTING:

1. Cut a potato in half.
2. Draw the shape or design onto the face of the potato.
3. Cut away the potato around this shape, so that it stands out.
4. Dip into ink or paint and press onto paper.



MAKING PASTE AND RUBBER CEMENT

FLOUR AND WATER PASTE:

- MATERIALS YOU WILL NEED: - Commercial wheat or cassava flour
- Water
- Bowl or other container
- Sieve or wire screen



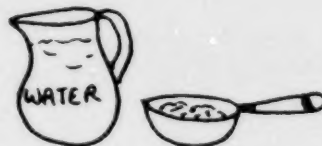
METHOD:

1. Remove all lumps (and insects) from the flour by sifting it through a sieve or screen.
2. Add enough water to make a smooth paste.

NOTE: Flour and water may be cooked together, stirring constantly until all flour is dissolved. Allow to cool before using the paste.

RICE PASTE

- MATERIALS YOU WILL NEED: - Handful of rice
- Water
- Cooking pot and fuel



METHOD:

1. Cook rice in water as usual until rice is moist and sticky. Do not allow rice to become dry. Cool, and drain off any excess water.
2. Dab a small amount of cooled, sticky rice on the area of the paper which is to be pasted. Press the rice onto the paper, smoothing out any lumps. Mount the second piece of paper onto the paste and press firmly.

RUBBER CEMENT

- MATERIALS YOU WILL NEED: - 5 grams of raw rubber (translucent, light brown sheet type, crepe soles from shoes, baby bottle nipples, etc.)
- 250 cc of uncoloured gasoline
- Jar with screw top



METHOD:

1. Put rubber and gasoline in a jar and allow to stand tightly covered about 3 days or until rubber is dissolved. If any rubber lumps remain, stir until dissolved. It should be smooth and milky-coloured in appearance.
2. Store the rubber cement in an airtight brown bottle in a ventilated cupboard.

* CAUTION * Gasoline is flammable. Use care when mixing and applying the rubber cement. Work with gasoline outdoors only. Do not use near fire. KEEP OUT OF REACH OF CHILDREN.

MAKING MODELING CLAY

- (1) 1 PART FLOUR to 1 PART SALT
Add enough water to flour and salt to make a mixture of dough-like consistency. Liquid or powdered colours may be added when mixing.



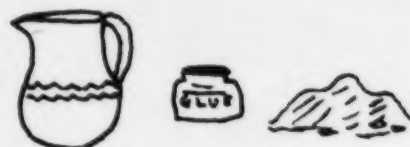
- (2) Shred newspapers or paper towels. Mix together with any starch paste and knead thoroughly.

- (3) Add water to 250 ml of starch paste to thin it. Add 375 ml of plaster, 500 ml of sawdust and knead until the mixture is a tough dough.



- (4) Soak small bits of newspaper in a bucket of water overnight. Remove from water and rub wet paper between palm of hands until it is ground to a pulp. Combine 1 ml of glue with 250 ml of water; add 500 ml of plaster and 1 liter of wet paper pulp. Knead to a doughy consistency.

- (5) Mix 250 ml of dry clay (powdered and sifted through a screen) with 5 ml of glue combined with 250 ml of water. Add wet paper pulp and knead to a doughy consistency.



MAKING DYES AND PAINTS

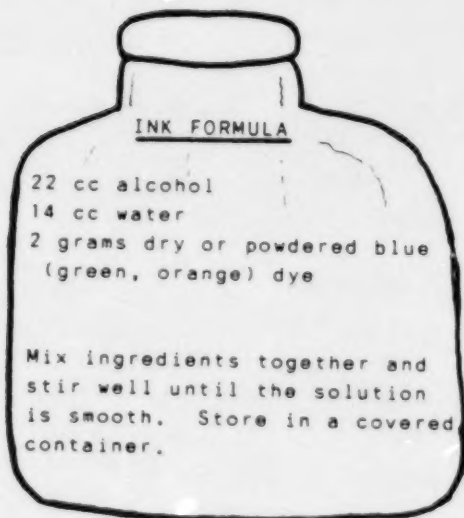
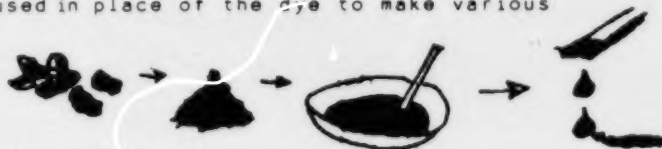
- MATERIALS YOU WILL NEED: -
- Roots, leaves, seeds and barks available locally for making natural dyes and colours or commercial dye.
 - Thin glue solution (this can be made from the residue of boiled bones)
 - Can or other container for the paint



METHOD:

1. Prepare dyes according to local methods, or instructions on the commercial dye.
2. Mix with a thin glue solution until the consistency is like that of commercial paints.
3. Store covered in an appropriate container.

NOTE: Ground charcoal can be used in place of the dye to make various shades of grey paint.



LIST OF MATERIALS USED

Workshop on Participatory Nutrition Education Learning Aids Kit: National Institute of Public Cooperation and Child Development, New Delhi, INDIA

Papua New Guinea Coastal School's Nutrition Workbook for Grade Four Students:
PAPUA NEW GUINEA

Health, Grade V Teacher's Guide: PAPUA NEW GUINEA

Our Food Primer and Rhymes for Elementary School Children, by Dr. (Tmt) Rajammal P. Devadas, Sri Avinashilingam Home Science College for Women, Coimbatore, INDIA

Bekaiku Membangun Desa, Departemen Kesehatan Republik Indonesia, Proyek Pengembangan Penyuluhan Gizi, INDONESIA

Nutrition Snakes and Ladders Game, Yayasan Indonesia Sejahtera, INDONESIA

"The Charm and the Clinic", by Brito E. Caridad: DOMINICAN REPUBLIC

"Si Banyak Wants Eggs", by Lyra Srinivasam, with Teofilo Terrero, Ibrahim Yunus, and Try Yudhantara: DOMINICAN REPUBLIC and INDONESIA

"Picture Recipes-Papaya Purée" by Felipe Orrego, Carmen Gravely, Marisela Bodden, and César Hernandez: DOMINICAN REPUBLIC

Bridging the Gap: A Participatory Approach to Health and Nutrition Education, Save the Children Federation, 1982: U.S.A.

"Flexi-flans" designed by Lyra Srinivasan: DOMINICAN REPUBLIC and INDONESIA

Food and Nutrition Education in the Primary School: A Handbook for Caribbean Teachers, by Doris Bramble and Jennifer Michaels, Caribbean Food and Nutrition Institute, 1984: JAMAICA

Audiovisual Communication Handbook, compiled and edited by Dennis W. Pett: U.S.A.

Community Health Education in Developing Countries, U.S. Peace Corps, 1981: U.S.A.

Helping Healthworkers Learn, by David Werner: UNITED KINGDOM

"A Puppet Play about Sanitation" by Barbara Williams and Rebecca Willy, U.S. Peace Corps Volunteers: COLOMBIA

My Good Food Book: UNITED KINGDOM

"A Guide for Planning a Demonstration Meeting on 'Drink Safe Water', from Home-making Handbook, AID/USDA, 1971: U.S.A.

Photos of teaching aids, from Faculty of Home Science, S.V. University: SOUTH INDIA

Food Frolics, Derbyshire County Council: UNITED KINGDOM

Dirty Water, by Ken Cripwell, illustrations by Joan Gammans, Child-to-Child Programme: ENGLAND

Manuel pour les Hygienistes-Secouristes, Ministère de la Santé Publique et des Affaires Sociales, 1982: MALI, Education Development Center, International

Choose Well, Be Well: Teacher's Guide, California State Board of Education: U.S.A.

Mam Pipi Moor Sebre, Office National de l'Education Permanente et de l'Alphabetisation Fonctionnelle et Sélective (ONEPAFS), 1977: BURKINA FASO

Mangez Juste, le Bureau d'Education Sanitaire: NOUMEA

Nutrition Education Handbook for Supervisors of Day Care Centers and Nursery Schools, Caribbean Food and Nutrition Institute, 1980: JAMAICA

Food Groups Poster, Ministry of Health, Health Education Section: TONGA

Learning to Do - Simple Visual Teaching Learning Aids: A Handbook of Suggestions for Teachers, Ministry of Education: SOMALIA

Working With Villagers Media Resource Book, with illustrations by Jim Andrews and Diane Kordich, American Home Economics Association: U.S.A.

A Handbook for Nutrition Trainers of Angawadi Workers, National Institute of Public Cooperation and Child Development, 1984: INDIA

"Feeding Your Baby" (Flip Chart), HMG Ministry of Health: NEPAL

Nutrition Word Puzzles, University of Kentucky, College of Agriculture, Cooperative Extension Service: U.S.A.